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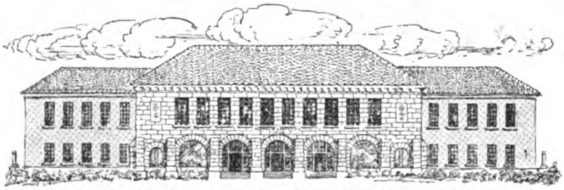

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REPORT

OF THE

COMMISSIONER OF EDUCATION

FOR

THE YEAR 1890-'91.

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PART II.

CHAPTER XVIII.

NAME REGISTER.[1]

I.—CHIEF STATE SCHOOL OFFICERS.

Name.	Address.	Official designation.
J. G. Harris	Montgomery, Ala	State superintendent of education.
Sheldon Jackson	Sitka, Alaska	General agent of education.
George W. Cheyney	Tombstone, Ariz	Superintendent of public instruction.
Josiah H. Shinn	Little Rock, Ark	State superintendent of public instruction.
J. W. Anderson	Sacramento, Cal	Do.
J. F. Murray	Denver, Colo	Do.
C. D. Hine	Hartford, Conn	Secretary of State board of education.
Robert J. Reynolds	Dover, Del	President of State board of education.
W. B. Powell	Washington, D. C	Superintendent of District schools.
W. N. Sheats	Tallahassee, Fla	State superintendent of public instruction.
S. D. Bradwell	Atlanta, Ga	State school commissioner.
B. Byron Lower	Boise City, Idaho	State superintendent of public instruction.
Henry Raab	Springfield, Ill	State superintendent of public instruction.
H. D. Vories	Indianapolis, Ind	Do.
J. B. Knoepfler	Des Moines, Iowa	Do.
H. N. Gaines	Topeka, Kans	Do.
Ed. Porter Thompson	Frankfort, Ky	Do.
A. D. Lafargue	Baton Rouge, La	State superintendent of education.
N. A. Luce	Augusta, Me	State superintendent of common schools.
E. B. Prettyman	Baltimore, Md	State superintendent of public instruction.
J. W. Dickinson	Newtonville, Mass	Secretary of State board of education.
Henry R. Pattengill	Lansing, Mich	State superintendent of public instruction.
D. L. Kiehle	St. Paul, Minn	Do.
J. R. Preston	Jackson, Miss	State superintendent of education.

---

[1] Including all changes reported to the Bureau up to July, 1893.

Chief State school officers—Continued.

Name.	Address.	Official designation.
L. E. Wolfe	Jefferson City, Mo	State superintendent of public schools.
E. A. Steere	Helena, Mont	State superintendent of public instruction.
A. K. Goudy	Lincoln, Nebr	State superintendent of public instruction.
Orvis Ring	Carson City, Nev	Do.
Fred. Gowing	Concord, N. H	Do.
A. B. Poland	Trenton, N. J	Do.
Amado Chavez	Santa Fe, N. Mex	Superintendent of public instruction.
James F. Crooker	Albany, N. Y	State superintendent of public instruction.
Jno. C. Scarborough	Raleigh, N. C	Do.
Mrs. Laura J. Eisenhuth.	Bismarck, N. Dak	State superintendent of public instruction.
Oscar T. Corson	Columbus, Ohio	State commissioner of common schools.
J. H. Parker	Guthrie, Okla	Superintendent of public instruction.
E. B. McElroy	Salem, Oregon	State superintendent of public instruction.
Nathan C. Schaeffer	Harrisburg, Pa	Do.
T. B. Stockwell	Providence, R. I	Commissioner of public schools.
W. D. Mayfield	Columbia, S. C	State superintendent of education.
Cortez Salmon	Pierre, S. Dak	State superintendent of public instruction.
Frank M. Smith	Nashville, Tenn	State superintendent of public schools.
J. M. Carlisle	Austin, Tex	State superintendent of public instruction.
J. S. Boreman	Ogden, Utah	Commissioner of schools.
M. S. Stone	Montpelier, Vt	State superintendent of education.
John E. Massey	Richmond, Va	State superintendent of public instruction.
C. W. Bean	Olympia, Wash	State superintendent of public instruction.
Virgil A. Lewis	Charleston, W. Va	State superintendent of free schools.
O. E. Wells	Madison, Wis	State superintendent of public schools.
S. T. Farwell	Cheyenne, Wyo	State superintendent of public instruction.

II.—LIST OF CITY SUPERINTENDENTS.

ALABAMA.

Anniston, M. H. Lane.[1]
Bessemer, A. M. Hendon.
Birmingham, J. H. Phillips.
Eufaula, J. J. Kilpatrick.
Florence, J. W. Morgan, jr.
Huntsville, A. W. Eshman.
Mobile, E. R. Dickson.
Montgomery, C. L. Floyd.
Selma, Louis E. Jeffries.
Tuskaloosa, Carleton Mitchell.

ARIZONA.

Tucson, W. W. Gillette.[2]

ARKANSAS.

Fort Smith, J. L. Holloway.
Helena, John Caldwell Davidson.
Hot Springs, George B. Cook.
Little Rock, J. R. Rightsell.
Pine Bluff, Ruth McBride.

CALIFORNIA.

Alameda, D. J. Sullivan.
Berkeley, S. D. Waterman.
Eureka, G. Warren.
Fresno, T. L. Heaton.
Los Angeles, W. M. Friesner.
Napa City, J. L. Shearer.[3]
Oakland, J. W. McClymonds.
Pasadena, James D. Graham.
Riverside, Eli F. Brown.
Sacramento, Albert Hart.
San Bernardino, Alexander E. Frye.
San Diego, Eugene De Burn.
San Francisco, John Swett.
San José, Frank P. Russell.
Santa Barbara, George E. Knepper.
Santa Cruz, J. W. Linscott.
Santa Rosa, I. S. Crawford.
Stockton, James A. Barr.
Vallejo, L. G. Harrier.

COLORADO.

Aspen, W. T. Eddingfield.
Colorado Springs, P. K. Pattison.
Denver, District No. 1, Aaron Gove; District No. 2, L. C. Greenlee; District No. 17, J. H. Van Sickle.
Highlands, J. H. Van Sickle.
Leadville, W. W. Watters.
Pueblo, District No. 1, James S. McClung; District No. 20, P. W. Search.
Trinidad, E. C. Stevens.

CONNECTICUT.

Ansonia, W. H. Angleton.
Birmingham, Robert L. Gilbert.
Bridgeport, Charles W. Deane.
Bristol, James F. Williams.
Danbury, J. M. Smith.
Greenwich, George P. Fisher.
Hartford, John H. Brocklesby.
Manchester, Oliver B. Taylor.[4]
Meriden, J. T. Pettee.
Middletown, Walter B. Ferguson.
New Britain, J. N. Bartlett.
New Haven, Virgil G. Curtis.
New London, Charles B. Jennings.[5]
Norwalk, Charles Olmstead.[4]
Norwich, N. L. Bishop.
Rockville, I. M. Agard.[3]
Stamford, Lewis R. Hurlbutt.[4]
Thompsonville, E. H. Parkman.[6]
Torrington, ——— ———.
Wallingford, T. J. Heavens.
Waterbury, M. S. Crosby.
Willimantic, A. B. Morrill.[7]
Winsted, Walter G. Mitchell.[3]

DELAWARE.

New Castle, D. B. Jones.
Wilmington, David W. Harlan.

DISTRICT OF COLUMBIA.

Washington, William B. Powell, superintendent of public schools; G. F. T. Cook, superintendent of colored schools.

FLORIDA.

Jacksonville, Joel D. Mead.[8]
Key West, C. F. Kemp.[8]
Pensacola, N. B. Cook.[8]
St. Augustine, R. F. Sabate.[8]
Tampa, L. W. Buchholz.[8]

GEORGIA.

Albany, ——— ———.
Americus, Wm. Harper.
Athens, G. G. Bond.
Atlanta, W. F. Slaton.
Augusta, Lawton B. Evans.
Brunswick, A. I. Branham.
Columbus, W. H. Woodall.
Griffin, Bothwell Graham.
Macon, B. M. Zettler.
Rome, James C. Harris.
Savannah, W. H. Baker.
Thomasville, K. T. MacLean.[8]

---

[1] County superintendent; post-office, Jacksonville.
[2] Resigned; name of successor not reported.
[3] Principal.
[4] Secretary of the board of school visitors.
[5] Acting school visitor.
[6] Principal of the high school.
[7] President of the board of school visitors.
[8] County superintendent.

City superintendents—Continued.

ILLINOIS.

Alton, Robert A. Haight.
Aurora, District No. 5, J. H. Freeman.
Austin, Newell D. Gilbert.
Beardstown, M. Moore.
Belleville, H. D. Updike.
Bloomington, E. M. Van Petten.
Braidwood, F. M. Muhlig.
Cairo, T. C. Clendenen.
Canton, C. M. Bardwell.
Centralia, H. B. Farmer.
Champaign, Robert L. Barton.
Charleston, J. W. Henninger.
Chicago, Albert G. Lane.
Danville, O. E. Latham.[1]
Decatur, E. A. Gastman.
Dixon, W. H. Williamson.
Duquoin, J. E. Wooters.
East St. Louis, James P. Slade.
Elgin, H. F. Derr.
Evanston, Homer H. Kingsley.
Freeport, R. W. Burton.
Galena, J. A. Williams.
Galesburg, William L. Steele.
Jacksonville, John R. Long.
Joliet, D. H. Darling.
Kankakee, F. N. Tracy.
Kewanee, E. C. Rosseter.
La Salle, L. A. Thomas.
Lincoln, Ambrose M. Miller.
Litchfield, W. F. Bromfield.
Macomb, John McClenahan.
Mattoon, B. F. Armitage.
Moline, H. M. Slauson.
Monmouth, James C. Burns.
Oak Park, W. H. Hatch.
Ottawa, D. R. A. Thorp.
Pana, L. S. Ham.
Paris, Alfred Harvey.
Pekin, F. W. Reubelt.
Peoria, Newton Charles Dougherty.
Peru, Fred W. Smedley.
Quincy, T. W. Macfall.
Rock Island, S. S. Kemble.
Rockford, P. R. Walker.
Springfield, J. H. Collins.
Sterling, District No. 3, Alfred Bayliss.
Streator, B. B. Lakin.
Waukegan, W. E. Toll.

INDIANA.

Anderson, John W. Carr.
Bloomington, D. W. Leonard.
Brazil, John C. Gregg.
Columbus, J. A. Carnagey.
Connersville, W. F. L. Sanders.
Crawfordsville, Samuel E. Harwood.
Elkhart, D. W. Thomas.
Evansville, J. W. Layne.
Fort Wayne, John S. Irwin.
Frankfort, B. F. Moore.
Goshen, William H. Sims.
Greencastle, Robert A. Ogg.
Hammond, W. C. Belman.
Huntington, Robert I. Hamilton.
Indianapolis, L. H. Jones.
Jeffersonville, P. P. Stultz.
Kokomo, Sheridan Cox.
La Fayette, Edward Ayres.
La Porte, W. N. Hailmann.
Lawrenceburg, W. H. Rucker.
Logansport, Albert H. Douglass.
Madison, D. M. Geeting.
Marion, W. D. Weaver.
Michigan City, James C. Black.
Mount Vernon, H. P. Leavenworth.
Muncie, W. R. Snyder.
New Albany, J. B. Starr.
Peru, W. J. Stratford.
Richmond, Justin N. Study.
Seymour, William S. Wood.
Shelbyville, J. C. Eagle.
South Bend, Calvin Moon.
Terre Haute, William H. Wiley.
Valparaiso, William H. Banta.
Vincennes, Albert E. Humke.
Wabash, M. W. Harrison.
Washington, William F. Hoffman.

IOWA.

Atlantic, G. W. Samson.
Boone, George I. Miller.
Burlington, Robert McCay.[1]
Cedar Rapids, J. F. Merrill.
Clinton, O. P. Bostwick.
Council Bluffs, Hugh W. Sawyer.
Creston, H. B. Larrabee.
Davenport, J. B. Young.
Des Moines: East Side, Amos Hiatt; West Side, F. B. Cooper; North Side, O. E. Smith.
Dubuque, Thomas Hardie.[2]
Fort Dodge, F. C. Wildes.
Fort Madison, C. H. Dye.
Iowa City, W. F. Cramer.
Keokuk, W. W. Jamieson.
Le Mars, E. N. Coleman.
Lyons, H. E. Robbins.
Marshalltown, C. P. Rogers.
Mason City, A. R. Sale.
Muscatine, F. M. Witter.
Oskaloosa, Orion C. Scott.
Ottumwa, A. W. Stuart.
Sioux City, H. E. Kratz.
Waterloo: East Side, F. J. Sessions; West Side, George A. Bateman.

KANSAS.

Argentine, H. A. Hollister.
Arkansas City, D. R. Boyd.[1]
Atchison, J. H. Glotfelter.
Emporia, John Dietrich.
Fort Scott, Guy P. Benton.
Hutchinson, J. A. McClain.
Junction City, G. W. Kendrick.
Kansas City, Arvin S. Olin.
Lawrence, Edmund Stanley.
Leavenworth, James E. Klock.
Newton, J. W. Cooper.
Ottawa, Frank P. Smith.
Parsons, H. C. Ford.
Pittsburg, C. M. Light.

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[1] Resigned; name of successor not reported.

[2] Secretary of the board of education.

City superintendents—Continued.

KANSAS—continued.

Salina, C. Y. Roop.
Topeka, William M. Davidson.
Wellington, John A. McClain.[1]
Wichita, R. W. Stevenson.[2]
Winfield, J. W. Spindler.

KENTUCKY.

Ashland, John G. Crabbe.
Bowling Green, W. B. Wylie.
Covington, John W. Hall.
Dayton, R. M. Mitchell.
Frankfort, McHenry Rhoades.
Henderson, Edward S. Clark.
Hopkinsonville, Charles H. Dietrich.
Lexington, William Rogers Clay.
Louisville, George H. Tingley, jr.
Maysville, ———.
Newport, E. W. Weaver.
Owensboro, James McGinniss.
Paducah, George O. McBroom.
Paris, Clarence L. Martin.
Richmond, George W. Pickels.
Winchester, C. E. Lyddane.[3]

LOUISIANA.

Baton Rouge, Fred. J. Tunnard.[4]
New Orleans, Warren Easton.
Shreveport, John L. Hargrove.

MAINE.

Auburn, W. W. Stetson.
Augusta, J. O. Webster.[5]
Bangor, Miss Mary S. Snow.
Bath, J. C. Phillips.
Belfast, A. I. Brown.
Biddeford, Royal E. Gould.
Brewer, George Curtis.
Calais, A. J. Padelford.
Ellsworth, R. M. Peck.
Gardiner, O. B. Clason.[6]
Lewiston, Giles A. Stuart.
Portland, Orlando M. Lord.
Rockland, Fred. C. Russell.
Saco, Walter T. Goodale.
Waterville, J. E. Burke.

MARYLAND.

Annapolis, John C. Bannon.[7]
Baltimore, Henry A. Wise.
Cambridge, James L. Bryan.[7]
Cumberland, H. G. Weimer.[7]
Frederick, Ephraim L. Boblitz.[7]
Hagerstown, P. A. Witmer.[7]

MASSACHUSETTS.

Adams, Walter P. Beckwith.
Amesbury, Frank Savage.[8]
Attleboro, J. O. Tiffany.
Beverly, A. L. Safford.
Boston, Edwin P. Seaver.
Brockton, B. B. Russell.
Brookline, S. T. Dutton.
Cambridge, Francis Cogswell.
Chelsea, Eben H. Davis.
Chicopee, R. H. Perkins.
Clinton, Charles L. Hunt.
Danvers, A. P. Learoyd.
Dedham, Oscar S. Williams.
Everett, R. J. Condon.
Fall River, William Connell.
Fitchburg, Joseph G. Edgerly.
Framingham, O. W. Collins.
Gardner, Louis P. Nash.
Gloucester, Freeman Putney.
Haverhill, Albert L. Bartlett.
Holyoke, Edwin L. Kirtland.
Hyde Park, Richard M. Johnson.[9]
Lawrence, W. C. Bates.
Lowell, Arthur K. Whitcomb.
Lynn, Orsamus B. Bruce.
Malden, Charles A. Daniels.
Marblehead, John B. Gifford.
Marlboro, H. R. Roth.[1]
Medford, Ephraim Hunt.
Melrose, Guy C Channell.
Milford, S. F. Blodgett.
Natick, Charles E. Hussey.
New Bedford, William E. Hatch.
Newburyport, William P. Lunt.
Newton, George I. Aldrich.
North Adams, Anson D. Miner.
Northampton, Alvin F. Pease.
Peabody, Charles H. Goulding.[8]
Pittsfield, A. M. Edwards.
Plymouth, Charles Burton.
Quincy, H. W. Lull.
Salem, William A. Mowry.
Somerville, Clarence E. Meleney.[1]
Southbridge, John T. Clarke.
Spencer, Wyman C. Fickett.
Springfield, Thomas M. Balliet.
Stoneham, Sarah A. Lynde.[9]
Taunton, C. F. Boyden.
Waltham, Henry Whittemore.
Watertown, George R. Dwelley.
Westfield, G. H. Danforth.
Weymouth, I. M. Norcross.
Woburn, F. B. Richardson.
Worcester, Albert P. Marble.

MICHIGAN.

Adrian, George W. Walker.
Alpena, L. S. Norton.
Ann Arbor, Walter S. Perry.
Au Sable, W. A. Morse.
Battle Creek, F. W. Arbury.
Bay City, J. W. Smith.
Big Rapids, James R. Miller.
Cadillac, George R. Catton.
Cheboygan, William C. Thompson.
Coldwater, Egbert L. Briggs.

---

[1] Resigned; name of successor not reported.
[2] Resigned and subsequently died; name of successor not stated.
[3] County superintendent.
[4] Parish superintendent.
[5] Secretary of the board of school visitors.
[6] Chairman of the school board.
[7] County school examiner.
[8] Chairman of the school committee.
[9] Secretary of the school committee.

City superintendents—Continued.

MICHIGAN—continued.

Detroit, W. E. Robinson.
Escanaba, O. R. Hardy.
Flint, George M. Fisk.
Grand Haven, Egbert L. Briggs.
Grand Rapids, W. W. Chalmers.
Ionia, C. L. Bemis.
Iron Mountain, E. F. Abernethy.
Ironwood, L. L. Wright.
Ishpeming, Harlow Olcott.
Jackson, District No. 1., T. L. Evans; District No. 17, Charles O. Hoyt.
Kalamazoo, O. E. Latham.
Lansing, Walter H. Cheever.
Ludington, H. C. King.
Manistee, Albert Jennings.
Marquette, Anna M. Chandler.
Menominee, Jesse Hubbard.
Monroe, W. H. Honey.
Mount Clemens, J. D. Lee.
Muskegon, David Mackenzie.
Negaunee, F. D. Davis.
Niles, J. D. Schiller.
Owosso, J. W. Simmons.
Pontiac, F. E. Converse.
Port Huron, John A. Stewart.
Saginaw, east side, A. S. Whitney; west side, Edwin C. Thompson.
Sault Ste. Marie, A. Jay Murray.
Traverse City, Charles T. Grawn.
West Bay City, J. E. Lemon.
Ypsilanti, M. A. Whitney.

MINNESOTA.

Anoka, M. A. Stone.
Brainerd, Edwin K. Cheadle.
Duluth, Robert E. Denfield.
Faribault, F. D. Budlong.
Mankato, A. F. Bechdolt.
Minneapolis, C. M. Jordan.
Red Wing, Charles Dolan.
Rochester, Edward G. Adams.
St. Cloud, S. S. Parr.
St. Paul, Charles B. Gilbert.
Stillwater, Frank T. Wilson.
Winona, Buel T. Davis.

MISSISSIPPI.

Columbus, J. M. Barrow.
Greenville, E. E. Bass.
Jackson, J. C. Brooks.[1]
Meridian, Andrew A. Kincannon.
Natchez, I. W. Henderson.
Vicksburg, Edmund W. Wright.

MISSOURI.

Boonville, F. W. Ploger.
Brookfield, W. H. Brownlee.[2]
Cape Girardeau, T. E. Joyce.
Carthage, J. M. White.
Chillicothe, W. W. Griffith.
Clinton, Charles B. Reynolds.
Columbia, James S. Stokes.
Fulton, John P. Goss.
Hannibal, R. B. D. Simonson.
Independence, William F. Bahlmann.
Jefferson City, J. U. White.
Joplin, R. D. Shannon.
Kansas City, J. M. Greenwood.
Lexington, H. D. Demand.
Louisiana, A. P. Settle.
Marshall, R. H. Emberson.
Maryville, E. J. H. Beard.
Mexico, W. T. Carrington.
Moberly, E. M. Sparrow.
Nevada, W. J. Hawkins.
Rich Hill, J. C. Ryan.
St. Charles, George W. Jones.
St. Joseph, Edward B. Neeley.
St. Louis, Edward H. Long.
Sedalia, A. J. Smith.
Springfield, Jonathan Fairbanks.
Trenton, Jason L. Rippetoe.
Warrensburg, F. E. Holiday.
Webb City, W. J. Stevens.

MONTANA.

Butte City, J. A. Riley.
Helena, R. G. Young.

NEBRASKA.

Beatrice, C. G. Pearse.
Fremont, Daniel Miller.
Grand Island, Robert J. Barr.
Hastings, Edwin N. Brown.
Kearney, Jesse T. Morey.
Lincoln, Frank Strong.
Nebraska City, W. H. Skinner.
Omaha, Frank A. Fitzpatrick.
Plattsmouth, F. C. McClellan.
South Omaha, A. A. Munroe.

NEVADA.

Virginia City, C. E. Mack.

NEW HAMPSHIRE.

Concord, Louis J. Rundlett.
Dover, Channing Folsom.
Keene, Charles H. Douglas.
Manchester, William E. Buck.
Nashua, James H. Fassett.
Portsmouth, J. Clifford Simpson.
Rochester, Charles W. Brown.

NEW JERSEY.

Atlantic City, William B. Londenslager.
Bayonne, Charles M. Davis.
Bordentown, William Macfarland.[3]
Bridgeton, John S. Turner.
Burlington, Wilbur Watts.[3]
Camden, Martin V. Bergen.
Elizabeth, J. Augustus Dix.
Gloucester City, J. C. Stinson.

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[1] Resigned; name of successor not reported.
[2] Secretary of the school board.
[3] Principal.

City superintendents—Continued.

NEW JERSEY—continued.

Hackensack, C. D. Bogart,[1]
Harrison, John Dwyer.[3]
Hoboken, David E. Rue.
Jersey City, Henry Snyder.
Lambertville, George Pierson.
Long Branch, C. Gregory.
Millville, E. C. Stokes.
Morristown, W. L. R. Haven.
New Brunswick, George G. Ryan.
Newark, William N. Barringer.
Orange, Usher W. Cutts.
Passaic, H. H. Hutton.
Paterson, J. A. Reinhart.
Perth Amboy, C. C. Hommann.
Phillipsburg, H. Budd Howell.
Plainfield, Henry M. Maxson.
Rahway, Elihu B. Silvers.
Red Bank, Samuel Lockwood[2].
Salem, Robert Gwynne, jr.
South Amboy, W. L. Heinekin.
Trenton, B. C. Gregory.[3]
Union (*i. e.*, Town of Union, Hudson Co.), Otto Ortel.[4]

NEW MEXICO.

Santa Fe, John P. Victory.

NEW YORK.

Albany, Charles W. Cole.
Albion, Freeman A. Greene.
Amsterdam, J. W. Kimball, John G. Serviss.
Auburn, Benjamin B. Snow.
Batavia, John Kennedy.
Binghamton, Marcus W. Scott.
Brooklyn, William H. Maxwell.
Buffalo, Henry P. Emerson.
Canandaigua, Henry L. Taylor.
Catskill, E. S. Harris.
Cohoes, William J. McClusky.
College Point, Mary L. Lyles.[1]
Corning, Leigh R. Hunt.
Cortland, Frank Place.
Dunkirk, J. W. Babcock.
Edgewater,[5] J. J. Kenney.[6]
Elmira, E. J. Beardsley.
Flushing, E. H. Cook.
Fulton, B. G. Clapp.[1]
Geneva, William H. Truesdale.
Glens Falls, Sherman Williams.
Gloversville, James A. Estee.
Green Bush, H. R. Jolley.
Green Island, James Heatly.
Haverstraw, L. O. Markham.[1]
Hempstead, Albert C. Almy.
Hoosick Falls, John E. Shull.[1]
Hornellsville, W. R. Prentice.
Hudson, William S. Hallenbeck.
Ilion, Judson I. Wood.
Ithaca, Luther C. Foster.
Jamaica, District No. 4, William J. Ballard; District No. 7, Cyrus E. Smith.
Jamestown, Rovillus R. Rogers.
Johnstown, William S. Snyder.
Kingston, Charles M. Ryon.[7]
Lansingburg, George F. Sawyer.
Little Falls, Thomas Caswell.
Lockport, Emmet Belknap.
Long Island City, Sheldon J. Pardee.
Lyons, W. H. Kinney.
Malone, Sarah L. Perry.
Matteawan, Walter S. Allen.[1]
Medina, Henry Pease.
Middletown, James F. Tuthill.
Mount Vernon, Charles E. Nichols.
New Brighton, J. J. Kenney.[8]
New Rochelle, Isaac E. Young.
New York, John Jasper.
Newburg, R. V. K. Montfort.
Niagara Falls, N. L. Benham.
North Tonawanda, Clinton S. Marsh.
Norwich, Elbert W. Griffith.
Nyack, Ira H. Lawton.
Ogdensburg, Barney Whitney.
Olean, Fox Holden.
Oneida, F. W. Jennings.[1]
Oneonta, Nathaniel N. Bull.
Oswego, E. J. Hamilton.[9]
Owego, Edwin P. Recordon.
Peekskill: District No. 7, John Millar; District No. 8, A. D. Dunbar.
Penn Yan, F. T. Schultz.
Plattsburg, George J. McAndrew.
Port Chester, John C. Rockwell.
Port Jervis, John M. Dolph.
Port Richmond, Orry H. Hoag.
Poughkeepsie, Edward Burgess.
Rochester, Milton Noyes.
Rome, M. J. Michael.
Saratoga Springs, Thomas R. Kneil.
Saugerties, Frederick T. Russell.[10]
Schenectady, S. B. Howe.
Seneca Falls, F. S. Porter.
Sing Sing, J. Irving Gorton.
Suspension Bridge, H. C. Hustleby,[1] R. H. Coe.[1]
Syracuse, A. B. Blodgett.
Tonawanda, Henry Pease.[1]
Troy, Edwin E. Ashley.
Utica, George Griffith.
Waterloo, F. C. Wilber.[1]
Watertown, William G. Williams.
Waverly, P. M. Hull.[1]
West Troy, James R. Main.[11]
White Plains, Charles A. Genung.[1]
Whitehall, W. W. Howe.
Yonkers, Charles E. Gorton.

NORTH CAROLINA.

Asheville, Philander P. Claxton.
Charlotte, Alexander Graham.

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[1] Principal.
[2] County superintendent; post-office, Freehold.
[3] Supervising principal.
[4] Post-office, Weehawken.
[5] Post-office, Stapleton.
[6] School commissioner; post-office, New Brighton.
[7] Superintendent of the "Kingston school district," which does not include the entire city.
[8] School commissioner.
[9] Died; name of successor not reported.
[10] Chairman of the board of school trustees.
[11] School commissioner; post-office, Guilderland.

City superintendents—Continued.

NORTH CAROLINA—continued.

Concord, James P. Cook.[1]
Durham, Edwin W. Kennedy.
Fayetteville, B. C. McIver.
Goldsboro, J. Y. Joyner.
Henderson, L. R. Crocker.[2]
Newbern, John S. Long.
Raleigh, Edward P. Moses.
Salisbury, R. G. Kizer.
Wilmington, M. C. S. Noble.
Winston, John J. Blair.

NORTH DAKOTA.

Fargo, Darius Steward.
Grand Forks, C. H. Clemmer.

OHIO.

Akron, Elias Fraunfelter.
Alliance, John E. Morris.
Ashtabula, J. S. Lowe.
Avondale, A. B. Johnson.
Bellaire, Benjamin T. Jones.
Bellefontaine, Henry Whitworth.
Brooklyn, H. L. Peck.
Bucyrus, F. M. Hamilton.
Cambridge, Alva B. Hall.[3]
Canton, James J. Burns.
Chillicothe, E. S. Cox.
Cincinnati, William H. Morgan.
Circleville, M. H. Lewis.
Cleveland, A. S. Draper.
Columbus, J. A. Shawan.
Dayton, W. J. White.
Defiance, J. W. McInnis.
Delaware, D. E. Cowgill.
Delphos, E. W. Hastings.
East Liverpool, Alfred E. Gladding.
Elyria, Henry M. Parker.
Findlay, J. W. Zeller.
Fostoria, H. L. Frank.
Fremont, W. W. Ross.
Galion, A. W. Lewis.
Gallipolis, J. B. Mohler.
Greenville, F. Gillum Cromer.
Hamilton, C. C. Miller.
Ironton, William R. Comings.
Jackson, J. E. Kinnison.
Kenton, E. P. Dean.
Lancaster, Elijah Burgess.
Lima, J. M. Greenslade.
Lorain, F. D. Ward.
Mansfield, John Simpson.
Marietta, W. W. Boyd.
Marion, Arthur Powell.
Martin's Ferry, J. E. Mannix.[4]
Massillon, E. A. Jones.
Middletown, B. B. Harlan.
Mount Vernon, Lewis D. Bonebrake.
Nelsonville, Fletcher S. Coultrap.[4]
New Philadelphia, Charles Haupert.
Newark, J. C. Hartzler.
Niles, F. J. Roller.
Norwalk, A. D. Beechy.
Oberlin, George W. Waite.
Painesville, George W. Ready.
Piqua, C. W. Bennett.
Pomeroy, Morris Bowers.
Portsmouth, Thomas Vickers.
Salem, M. E. Hard.
Sandusky, E. J. Shives.
Sidney, M. A. Yarnell.
Springfield, W. H. Weir.
Steubenville, Henry Ney Mertz.
Tiffin, J. H. Snyder.
Toledo, Harvey W. Compton.
Troy, C. L. Van Cleve.
Urbana, W. McK. Vance.
Van Wert, W. T. Bushman.
Warren, R. S. Thomas.
Washington C. H., N. H. Chaney.
Wellston, Timothy S. Hogan.
Wellsville, J. L. McDonald.
West Cleveland, C. V. McGinnis.
Wooster, W. S. Eversole.[4]
Xenia, Edwin B. Cox.
Youngstown, F. Treudley.
Zanesville, W. D. Lash.

OKLAHOMA.

Oklahoma, F. H. Umholtz.

OREGON.

Astoria, R. N. Wright.
Portland, I. W. Pratt.
Salem, Mrs. Sarelia G. Grubbe.

PENNSYLVANIA.

Allegheny, John Morrow.
Allentown, F. D. Raub.
Altoona, D. S. Keith.
Archbald, R. N. Davis.
Ashland, William C. Estler.
Beaver Falls, J. M. Reed.
Bethlehem, Thomas Farquhar.
Bloomsburg, L. P. Sterner.[5]
Braddock, E. W. Moore.[5]
Bradford, Henry Rupp Roth.
Bristol, Matilda S. Booz.
Butler, Ebenezer Mackey.
Carbondale, John J. Forbes.
Carlisle, C. P. Humrich; [6]Maggie Landis.[5]
Chambersburg, William H. Hockenberry.
Chester, Charles F. Foster.
Columbia, S. H. Hoffman.
Connellsville, John S. Church.
Conshohocken, J. Horace Landis.
Corry, A. D. Colegrove.
Danville, W. D. Steinbach.
Du Bois, Zac. T. Meixel.[5]
Dunmore, Jeremiah E. Hawker.
Easton, William W. Cottingham.
Erie, H. C. Missimer.

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[1] County superintendent.
[2] County superintendent; post-office, Middleburg.
[3] Principal of the High School.
[4] Resigned; name of successor not reported.
[5] Principal.
[6] Secretary of the school board.

City superintendents—Continued.

PENNSYLVANIA—continued.

Franklin, N. P. Kinsley.
Greensburg, ———
Harrisburg, Lemuel O. Foose.
Hazleton, David A. Harman.
Homestead, J. C. Kendall.[1]
Huntingdon, William M. Benson.
Johnstown, T. B. Johnston.
Lancaster, R. K. Buehrle.
Lansford, A. S. Beisel.[2]
Lebanon, Cyrus Boger.
Lock Haven, John A. Robb.
McKeesport, Perry A. Shanor.
Mahanoy City, Frank Seward Miller.
Mauch Chunk, James J. Bevan.
Meadville, Henry V. Hotchkiss.
Middletown, H. H. Weber.
Milton, S. O. Gobo.
Monongahela City, E. W. Dalby.[1]
Mount Carmel, Samuel H. Dean.
Nanticoke, Clarence B. Miller.
New Brighton, J. Burdette Richey.
New Castle, Frank M. Bullock.
Norristown, Joseph K. Gotwals.
Oil City, C. A. Babcock.
Olyphant, M. W. Cumming.
Philadelphia, Edward Brooks.
Phœnixville, Harry F. Leister.
Pittsburg, George J. Luckey.
Pittston, Robert Shiel.[3]
Plymouth (borough), Irving A. Heikes.[3]
Pottstown, William W. Rupert.
Pottsville, B. F. Patterson.
Reading, Samuel A. Baer.
Renovo, D. M. Brungard.
Scranton, George W. Phillips.
Shamokin, William F. Harpel.
Sharon, J. W. Canon.
Sharpsburg, E. B. McRoberts.
Shenandoah, L. A. Freeman.
South Bethlehem, Owen R. Wilt.
South Chester,[4] A. G. C. Smith.[5]
South Easton,[6] Samuel E. Shull.
Steelton, L. E. McGinnis.
Sunbury, C. D. Oberdorf.[1]
Tamaqua, Robert T. Ditchburn.
Tarentum, B. S. Hunnell.
Titusville, R. M. Streeter.
Towanda, Minor Terry.[1]
Tyrone, C. E. Kauffman.
Uniontown, Lee Smith.
Warren, W. L. MacGowan.
Washington, A. G. Braden.
West Chester, Addison Jones.
Wilkesbarre, James M. Coughlin.
Wilkinsburg, J. D. Anderson.
Williamsport, Samuel Transeau.
York, Atreus Wanner.

RHODE ISLAND.

Bristol, J. P. Reynolds.
Central Falls, Frank O. Draper.
East Providence, George N. Bliss.
Newport, Benjamin Baker.
Olneyville, ——— Wright.
Pawtucket, Gilman C. Fisher.
Providence, Horace S. Tarbell.
Westerly, Charles H. Babcock.
Woonsocket, F. E. McFee.

SOUTH CAROLINA.

Charleston, Henry P. Archer.
Columbia, D. B. Johnson.
Greenville, William S. Morrison.
Spartanburg, P. T. Brodie.

SOUTH DAKOTA.

Sioux Falls, A. M. Rowe.

TENNESSEE.

Chattanooga, A. T. Barrett.
Clarksville, J. W. Graham.
Columbia, C. M. Charles.
Jackson, Thomas H. Paine.
Johnson City, R. H. Freeland.
Knoxville, Albert Ruth.
Memphis, Charles H. Collier.
Nashville, Z. H. Brown.

TEXAS.

Austin, John B. Winn.
Brenham, W. H. Flynne.
Brownsville, J. F. Cummings.
Corpus Christi, Charles W. Crossley.
Corsicana, E. M. Faust.
Dallas, T. G. Harris.
Denison, William Gay.
El Paso, W. H. Savage.
Fort Worth, P. M. White.
Gainesville, E. F. Comegys.
Galveston, Oscar H. Cooper.
Greenville, J. H. Van Amburgh.
Houston, W. S. Sutton.
Laredo, F. A. Parker.
Marshall, Chesley F. Adams.
Palestine, E. M. Pace.
Paris, D. R. Cully.
San Antonio, J. E. Smith.
Sherman, W. Leonard Lemmon.
Temple, W. T. Hamner.
Tyler, P. V. Pennybacker.
Waco, Mrs. Willie D. House.

UTAH.

Logan, E. W. Greene.[7]
Ogden City, R. S. Page.[3]
Provo City, Ervin A. Wilson.
Salt Lake City, J. F. Millspaugh.

VERMONT.

Barre, Sherman E. Bishop.[1]
Brattleboro, James H. Babbitt.

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[1] Principal.
[2] Resigned; name of successor not reported.
[3] Supervising principal.
[4] Post-office, Chester.
[5] County superintendent; post-office, Media.
[6] Post-office, Easton.
[7] County superintendent.

City superintendents—Continued.

VERMONT—continued.

Burlington, Henry O. Wheeler.
Rutland, Edward L. Temple.
St. Albans, F. H. Dewart.

VIRGINIA.

Alexandria, Kosciusko Kemper.
Charlottesville, F. W. Lane.
Danville, John A. Herndon.
Fredericksburg, E. M. Crutchfield.
Lynchburg, E. C. Glass.
Manchester, A. H. Fitzgerald.[1]
Newport News, J. H. Crafford.[2]
Norfolk, K. C. Murray.
Petersburg, D. M. Brown.
Portsmouth, John C. Ashton.
Richmond, William F. Fox.
Roanoke, Rush U. Derr.
Staunton, W. W. Robertson.
Winchester, Maurice M. Lynch.

WASHINGTON.

Fairhaven, C. W. Albright.
New Whatcom, G. B. Johnson.
Olympia, B. W. Brintnall.
Port Townsend, O. B. Grant.
Seattle, Frank J. Barnard.
Spokane Falls, D. Bemiss.
Tacoma, Henry M. James.
Walla Walla, R. C. Kerr.

WEST VIRGINIA.

Charlestown, George S. Laidley.
Huntington, James M. Lee.
Martinsburg, J. A. Cox.
Parkersburg, W. M. Straus.
Wheeling, W. H. Anderson.

WISCONSIN.

Antigo, J. C. Martin.
Appleton, Mrs. Ruth Winslow.
Ashland, J. M. Turner.
Baraboo, E. C. Wiswall.
Beaver Dam, James J. Dick.
Beloit, C. W. Merriman.
Berlin, Perry Niskern.
Chippewa Falls, B. Gardinier.
Eau Claire, J. K. McGregor.
Fond du Lac, Ed. McLaughlin.
Fort Howard, A. W. Burton.
Green Bay, F. T. Oldt.
Janesville, D. D. Mayne.
Kaukauna, H. S. Cooke.
Kenosha, D. A. Mahoney.
La Crosse, Albert Hardy.
Madison, R. B. Dudgeon.
Manitowoc, H. Evans.
Marinette, J. F. Powell.
Menasha, M. M. Schoetz.
Menominee, Judson E. Hoyt.
Merrill, Francis E. Matthews.
Milwaukee, George W. Peckham.
Neenah, J. N. Stone.
Oconto, J. E. Loftus.
Oshkosh, Rufus H. Halsey.
Portage, A. C. Kellogg.
Racine, O. C. Seelye.
Sheboygan, J. E. Riordan.[3]
Stevens Point, Henry A. Simonds.
Superior, A. W. Rankin.
Watertown, C. F. Viebahn.
Waukesha, George H. Reed.
Wausau, William R. Moss.
White Water, C. H. Sylvester.

WYOMING.

Cheyenne, James O. Churchill.
Laramie, F. W. Lee.

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[1] Principal.
[2] County superintendent; post-office, Lee Hall.
[3] Principal of the high school, and in charge of the schools of the city.

III.—COLLEGE PRESIDENTS.

I.—*Colleges for males and coeducational colleges of liberal arts.*

Name.	University or college.	Address.
B. F. Riley, D. D	Howard College	East Lake, Ala.
A. S. Andrews, D. D., LL. D.	Southern University	Greensboro, Ala
George R. McNeill, A. M	La Fayette College	La Fayette, Ala.
	Lineville College	Lineville, Ala.
J. M. Bledsoe	Scottsboro College	Scottsboro, Ala.
Charles L. Purce, D. D	Selma University	Selma, Ala.
James Lonergan, S. J	Spring Hill College	Spring Hill, Ala.
R. C. Jones, LL. D	University of Alabama	University, Ala.
Theo. B. Comstock, SC. D.	University of Arizona	Tucson, Ariz.
John W. Conger, A. M	Ouachita Baptist College	Arkadelphia, Ark.
Eugene R. Long, PH. D	Arkansas College	Batesville, Ark.
A. C. Millar, A. M	Hendrix College	Conway, Ark.
M. L. Curl, D. D	Little Rock University	Little Rock, Ark.
Thomas Mason, A. M., D. D	Philander Smith College	Do.
Martin Kellogg, A. M	University of California	Berkeley, Cal.
Wm. Henslee, A. B.	Pierce Christian College	College City, Cal.
W. C. Sawyer, PH. D., acting pres.	University of the Pacific	College Park, Cal.
James C. Keith, A. B	Washington College	Irvington, Cal.
A. J. Meyer, C. M	St. Vincent's College	Los Angeles, Cal.
	Southern California College	Do.
J. N. Beard, D. D	Napa College	Napa, Cal.
S. B. Morse, D. D	California College	Oakland, Cal.
Brother Cianan	St. Mary's College	Do.
D. S. Jordan, PH. D., LL. D	Leland Stanford Junior University.	Palo Alto, Cal.
Henry Imoda, S. J	St. Ignatius College	San Francisco, Cal.
John Pinasco, S. J	Santa Clara College	Santa Clara, Cal.
D. C. Kelley, D. D	Pacific Methodist College	Santa Rosa, Cal.
J. P. Widney, A. M., M. D	University of Southern California.	University, Cal.
J. G. Huber	San Joaquin Valley College	Woodbridge, Cal.
A. M. Elston, A. M	Hesperian College	Woodland, Cal.
James H. Baker, LL. D	University of Colorado	Boulder, Colo.
Wm. F. Slocum, jr., A. B	Colorado College	Colorado Springs, Colo.
Henry M. Goodell, A. M	Presbyterian College of the Southwest.	Del Norte, Colo.
Wm. F. McDowell, PH. D., S. T. B.	University of Denver	University, Colo.
George W. Smith, D. D., LL. D	Trinity College	Hartford, Conn.
B. P. Raymond, D. D., LL. D.	Wesleyan University	Middletown, Conn.
Timothy Dwight, D. D., LL. D	Yale University	New Haven, Conn.
Albert N. Raub, PH. D	Delaware College	Newark, Del.
James C. Welling, LL. D	Columbian University	Washington, D. C.
J. Havens Richards, S. J	Georgetown University	Do.
Jeremiah E. Rankin, D. D., LL. D	Howard University	Do.
E. M. Gallaudet, PH. D., LL. D	National Deaf Mute College	Do.
John F. Forbes, PH. D	John B. Stetson University	De Land, Fla.
W. F. Melton, A. M	Florida Conference College	Leesburg, Fla.
George M. Edgar, LL. D	Seminary West of the Suwannee River.	Tallahassee, Fla.
J. H. Ford, A. M., acting pres.	Rollins College	Winter Park, Fla.
Wm. E. Boggs, D. D., LL. D	University of Georgia	Athens, Ga.
Horace Bumstead, D. D	Atlanta University	Atlanta, Ga.
Frank J. Amis, B. S	Bowdon College	Bowdon, Ga.
Lamont Gordon, B. S	Buford College	Buford, Ga.
C. B. La Hatte, PH. D	Gainesville College	Gainesville, Ga.
G. A. Nunnally, D. D	Mercer University	Macon, Ga.
W. A. Candler, D. D	Emory College	Oxford, Ga.

I.—*Colleges for males and coeducational colleges of liberal arts*—Cont'd.

Name of president.	University or college.	Address.
W. H. Hickman, D. D	Clarke University	South Atlanta, Ga.
Franklin B. Gault	University of Idaho	Moscow, Idaho.
J. G. Evans, D. D., LL. D	Hedding College	Abingdon, Ill.
Wm. H. Wilder, A. M., D. D	Illinois Wesleyan University.	Bloomington, Ill.
M. J. Marsile, C. S. V	St. Viateur's College	Bourbonnais Grove, Ill.
Richard Edwards, LL. D	Blackburn University	Carlinville, Ill.
Holmes Dysinger, D. D	Carthage College	Carthage, Ill.
Thomas J. Burrill, PH. D	University of Illinois	Champaign, Ill.
Thomas S. Fitzgerald, S. J	St. Ignatius College	Chicago, Ill.
Wm. R. Harper, PH. D., D. D	University of Chicago	Do.
Daniel Irion	Evangelical Proseminary	Elmhurst, Ill.
Carl Johann, A. M., LL. D	Eureka College	Eureka, Ill.
Henry W. Rogers, LL. D	Northwestern University	Evanston, Ill.
J. A. Leavitt	Ewing College	Ewing, Ill.
W. A. Pratt, A. M	Northern Illinois College	Fulton, Ill.
J. H. Finley, A. M	Knox College	Galesburg, Ill.
John V. N. Standish, PH. D	Lombard University	Do.
John E. Bradley, PH. D	Illinois College	Jacksonville, Ill.
John M. Coulter, PH. D., LL. D	Lake Forest University	Lake Forest, Ill.
Thomas H. Herdman, D. D	McKendree College	Lebanon, Ill.
A. E. Turner, A. M	Lincoln University	Lincoln, Ill.
J. B. McMichael, D. D	Monmouth College	Monmouth, Ill.
H. J. Kiekhoefer, A. M	Northwestern College	Naperville, Ill.
B. W. Baker, A. M	Chaddock College	Quincy, Ill.
A. Mueller, O. S. F	St. Francis Solanus College	Do.
Olof Olsson	Augustana College	Rock Island, Ill.
Nicholas Leonard, O. S. F	St. Joseph's Diocesan College	Teutopolis, Ill.
A. A. Kendrick, D. D	Shurtleff College	Upper Alton, Ill.
W. H. Klinefelter, A. M	Westfield College	Westfield, Ill.
Chas A. Blanchard	Wheaton College	Wheaton, Ill.
	Indiana University	Bloomington, Ind.
Geo. S. Burroughs, PH.D., D. D	Wabash College	Crawfordsville, Ind.
	Indiana Normal University	Evansville, Ind.
Andrew Baepler	Concordia College	Fort Wayne, Ind.
T. C. Reade, A. M	Taylor University	Do.
William T. Stott, D. D	Franklin College	Franklin, Ind.
John P. D. John, D. D	De Pauw University	Greencastle, Ind.
D. W. Fisher, D. D., LL. D	Hanover College	Hanover, Ind.
W. H. Davis	Hartsville College	Hartsville, Ind.
Scot Butler, A. M	Butler University	Irvington, Ind.
L. J. Aldrich, A. M., D. D	Union Christian College	Merom, Ind.
John H. Martin, A. M., D. D	Moore's Hill College	Moore's Hill, Ind.
Thomas E. Walsh, C. S. C	University of Notre Dame	Notre Dame, Ind.
Joseph J. Mills, A. M., LL. D	Earlham College	Richmond, Ind.
F. E. Knopf	Ridgeville College	Ridgeville, Ind.
Fintan Mundwiler, O. S. B	St. Meinrad's College	St. Meinrad, Ind.
James Marshall, A. M., D. D	Coe College	Cedar Rapids, Iowa.
Frederick Schaub, A. M	German English College	Charles City, Iowa.
W. W. Chandler, PH. D	Amity College	College Springs, Iowa.
Wm. S. Perry, D. D., LL. D., D. C. L.	Griswold College	Davenport, Iowa.
Laur. Larsen	Luther College	Decorah, Iowa.
H. L. Stetson, D. D	Des Moines College	Des Moines, Iowa.
G. T. Carpenter, A. M., LL. D	Drake University	Do.
Ambrose C. Smith, D. D	Parsons College	Fairfield, Iowa.
John W. Bissel, A. M., D. D	Upper Iowa University	Fayette, Iowa.
George A. Gates	Iowa College	Grinnell, Iowa.
Alexander G. Wilson, D. D	Lenox College	Hopkinton, Iowa.
Fletcher Brown, A. M., B. D	Simpson College	Indianola, Iowa.
Charles A. Schaeffer, PH. D	State University of Iowa	Iowa City, Iowa.
Frederick Munz	German College	Mount Pleasant, Iowa.
C. L. Stafford, D. D	Iowa Wesleyan University	Do.
Wm. F. King, LL. D	Cornell College	Mount Vernon, Iowa.

I.—*Colleges for males and coeducational colleges of liberal arts*—Cont'd.

Name of president.	University or college.	Address.
A. M. Haggard, A. M	Oskaloosa College	Oskaloosa, Iowa.
Absalom Rosenberger, A. B., LL. B	Penn College	Do.
John Stuart, B. D., PH. D	Central University of Iowa	Pella, Iowa.
Wilmot Whitfield, D. D	University of the Northwest.	Sioux City, Iowa.
John M. Linn, A. M	Buena Vista College	Storm Lake, Iowa.
Wm. M. Brooks, A. M	Tabor College	Tabor, Iowa.
A. M. Beal, A. M	Western College	Toledo, Iowa.
George Grossmann	Wartburg College	Waverly, Iowa.
Jacob A. Clutz, D. D	Midland College	Atchison, Kans.
Innocent Wolf, O. S. B., D. D	St. Benedict's College	Do.
Wm. A. Quayle, A. M	Baker University	Baldwin, Kans.
J. D. Hewitt, D. D	College of Emporia	Emporia, Kans.
J. A. Weller, D. D	Central College	Enterprise, Kans.
Albert B. Irwin, A. M	Highland University	Highland, Kans.
E. J. Hoenshel	Campbell University	Holton, Kans.
F. H. Snow, PH. D., LL. D	University of Kansas	Lawrence, Kans.
C. M. Brooke, A. M	Lane University	Lecompton, Kans.
C. A. Swensson, A. M	Bethany College	Lindsborg, Kans.
F. W. Colegrave, A. M	Ottawa University	Ottawa, Kans.
Henry J. Votel, S. J	St. Mary's College	St. Mary's, Kans.
Aaron Schuyler, LL. D	Kansas Wesleyan University.	Salina, Kans.
F. M. Spencer, D. D	Cooper Memorial College	Sterling, Kans.
Peter McVicar, A. M., D. D	Washburn College	Topeka, Kans.
....	Garfield Central Memorial University.	Wichita, Kans.
Edward T. Mathes, B. S	Wichita University	Do.
Milton E. Phillips, D. D	Southwest Kansas College	Winfield, Kans.
Wm. G. Frost, PH. D	Berea College	Berea, Ky.
Wm. A. Obenchain, A. M	Ogden College	Bowling Green, Ky.
W. C. Young, D. D	Centre College	Danville, Ky.
W. S. Giltner, A. M	Eminence College	Eminence, Ky.
D. F. Boyd	Kentucky Military Institute.	Farmdale, Ky.
R. M. Dudley, D. D	Georgetown College	Georgetown, Ky.
A. C. Kuykendall	South Kentucky College	Hopkinsville, Ky.
J. C. Gordon, B. S	Garrard College	Lancaster, Ky.
Charles L. Loos	Kentucky University	Lexington, Ky.
Chas. E. Stoaks, A. M	Hopkins College	Madisonville, Ky.
L. H. Blanton, D. D	Central University	Richmond, Ky.
W. S. Ryland, D. D	Bethel College	Russellville, Ky.
David Fennessy	St. Mary's College	St. Mary's, Ky.
E. M. Coleman	West Kentucky Classical and Normal College.	South Carrollton, Ky.
D. W. Batson, A. M	Kentucky Wesleyan College.	Winchester, Ky.
J. W. Nicholson, A. M	Louisiana State University	Baton Rouge, La.
James H. Blenk, S. M	Jefferson College	Convent, La.
W. L. C. Hunnicutt, D. D	Centenary College of Louisiana.	Jackson, La.
C. W. Tomkies	Keachie College	Keachie, La.
D. McKiniry, S. J	College of the Immaculate Conception.	New Orleans, La.
E. C. Mitchell, D. D	Leland University	Do.
L. G. Adkinson, D. D	New Orleans University	Do.
Oscar Atwood, A. M	Straight University	Do.
Wm. P. Johnston, LL. D	Tulane University	Do.
William De Witt Hyde, D. D	Bowdoin College	Brunswick, Me.
Oren B. Cheney, D. D	Bates College	Lewiston, Me.
B. L. Whitman, A. M	Colby University	Waterville, Me.
Thomas Fell, PH. D., LL. D	St. John's College	Annapolis, Md.
D. C. Gilman, LL. D	Johns Hopkins University	Baltimore, Md.
Francis J. Wagner, D. D	Loyola College	Do.
John A. Morgan, S. J	Morgan College	Do.
Charles W. Reid, PH. D	Washington College	Chestertown, Md.

I.—*Colleges for males and coeducational colleges of liberal arts*—Cont'd.

Name of president.	University or college.	Address.
Brother Denis	Rock Hill College	Ellicott City, Md.
F. L. M. Dumont, D. D	St. Charles College	Do.
Edward P. Allen, D. D	Mount St. Mary's College	Mount St. Mary's, Md.
A. M. Jelly, D. D	New Windsor College	New Windsor, Md.
Thomas H. Lewis, A. M., D. D	Western Maryland College	Westminster, Md.
Merrill E. Gates, PH. D., LL. D., L. H. D.	Amherst College	Amherst, Mass.
Edward I. Devitt, S. J	Boston College	Boston, Mass.
William F. Warren, LL. D	Boston University	Do.
Charles W. Eliot, LL. D	Harvard University	Cambridge, Mass.
Calvin E. Amaron, A. M., B. D	French Protestant College	Springfield, Mass.
Elmer H. Capen, D. D	Tufts College	Tufts College, Mass.
Franklin Carter, PH. D., LL. D	Williams College	Willamstown, Mass.
G. Stanley Hall, PH. D., LL. D	Clark University	Worcester, Mass.
Michael A. O'Kane, S. J	College of the Holy Cross	Do.
J. F. McCulloch, A. M., PH. B	Adrian College	Adrian, Mich.
L. R. Fiske, D. D., LL. D	Albion College	Albion, Mich.
August F. Bruske, D. D	Alma College	Alma, Mich.
James B. Angell, LL. D	University of Michigan	Ann Arbor, Mich.
Wm. W. Prescott, A. M	Battle Creek College	Battle Creek, Mich.
S. B. Harvey, A. M	Benzonia College	Benzonia, Mich.
M. P. Dowling, S. J	Detroit College	Detroit, Mich.
Daniel Fulcomer, A. M	Western Michigan College	Grand Rapids, Mich.
George F. Mosher, LL. D	Hillsdale College	Hillsdale, Mich.
Charles Scott, D. D	Hope College	Holland, Mich.
A. G. Slocum, LL. D	Kalamazoo College	Kalamazoo, Mich.
W. G. Sperry	Olivet College	Olivet, Mich.
Bernard Locnikar, O. S. B	St. John's University	Collegeville, Minn.
George H. Bridgman, D. D	Hamline University	Hamline, Minn.
Georg Sverdrup	Augsburg Seminary	Minneapolis, Minn.
Cyrus Northrop, LL. D	University of Minnesota	Do.
O. Hoyer	Dr. Martin Luther College	New Ulm, Minn.
James W. Strong, D. D	Carleton College	Northfield, Minn.
Thorbjörn N. Mohn	St. Olaf College	Do.
....	Macalester College	St. Paul, Minn.
Franz L. Nagler, D. D	St. Paul's College	St. Paul Park, Minn.
Matthias Wahlstrom, A. M	Gustavus Adolphus College	St. Peter, Minn.
Gideon A. Burgess, A. M	Parker College	Winnebago City, Minn.
R. A. Venable, D. D	Mississippi College	Clinton, Miss.
Ben. M. Drake	Cooper Normal College	Daleville, Miss.
C. A. Huddleston, A. M	Hunt and Huddleston College.	Harperville, Miss.
Charles E. Libby, S. T. D	Rust University	Holly Springs, Miss.
Robert B. Fulton, A. M	University of Mississippi	University, Miss.
W. H. Pritchett, A. M	Northwest Missouri College	Albany, Mo.
R. E. L. Burks, A. M	Southwest Baptist College	Bolivar, Mo.
Will. Z. Long, A. M	Pike College	Bowling Green, Mo.
Simpson Ely, A. M	Christian University	Canton, Mo.
Francis V. Nugent	St. Vincent's College	Cape Girardeau, Mo.
Salem G. Pattison	Carthage Collegiate Institute.	Carthage, Mo.
Richard H. Jesse, LL. D	University of the State of Missouri.	Columbia, Mo.
W. H. Lowry, B. L.	Grand River College	Edinburg, Mo.
J. D. Hammond, D. D	Central College	Fayette, Mo.
Wm. Hoge Marquess	Westminster College	Fulton, Mo.
Chas. C. Hemenway	Pritchett School Institute	Glasgow, Mo.
J. H. Selden, A. M	Ozark College	Greenfield, Mo.
W. B. Anderson, A. M., PH. D	Western College	La Belle, Mo.
J. F. Cook, A. M., LL. D	La Grange College	La Grange, Mo.
E. McNair, A. M	Lawson Presbyterian College	Lawson, Mo.
J. P. Greene, D. D	William Jewell College	Liberty, Mo.

I.—*Colleges for males and coeducational colleges of liberal arts*—Cont'd.

Name of president.	University or college.	Address.
Wm. H. Black, D. D	Missouri Valley College	Marshall, Mo.
J. B. Ellis	Morrisville College	Morrisville, Mo.
C. C. Woods, D. D	Scarritt Collegiate Institute.	Neosho, Mo.
L. M. McAfee	Park College	Parkville, Mo.
James A. Lanius	St. Charles College	St. Charles, Mo.
Brother Paulian, F. S. C	College of the Christian Brothers.	St. Louis, Mo.
Joseph Grimmelsman, S. J	St. Louis University	Do.
Winfield S. Chaplin, A. M	Washington University	Do.
T. E. Peters, A. B	Shelbina Collegiate Institute	Shelbina, Mo.
	Drury College	Springfield, Mo.
J. A. Thompson, A. M	Tarkio College	Tarkio, Mo.
F. A. Z. Kumler, A. M	Avalon College	Trenton, Mo.
H. A. Koch, D. D	Central Wesleyan College	Warrenton, Mo.
James Reid, A. B	College of Montana	Deer Lodge, Mont.
David R. Kerr, PH. D., D. D	University of Omaha	Bellevue, Nebr.
David R. Dungan, A. M	Cotner University	Bethany, Nebr.
David B. Perry, A. M	Doane College	Crete, Nebr.
O. C. Hubbell, A. M	Fairfield College	Fairfield, Nebr.
James H. Canfield, A. M	University of Nebraska	Lincoln, Nebr.
H. K. Warren, A. M	Gates College	Neligh, Nebr.
James F. X. Hœffer, S. J	Creighton University	Omaha, Nebr.
Charles F. Creighton, D. D	Nebraska Wesleyan University.	University Place, Nebr.
J. George, A. M	York College	York, Nebr.
Stephen A. Jones, PH. D	State University of Nevada	Reno, Nev.
W. J. Tucker, D. D	Dartmouth College	Hanover, N. H.
Cornelius Ecke, O. S. B	St. Benedict's College	Newark, N. J.
Austin Scott, PH. D., LL. D	Rutgers College	New Brunswick, N. J.
Francis L. Patton, D. D., LL. D	College of New Jersey	Princeton, N. J.
Wm. F. Marshall, A. M	Seton Hall College	South Orange, N. J.
F. H. Guicheteau, S. P. M	College of the Sacred Heart	Vineland, N. J.
Arthur E. Main, D. D	Alfred University	Alfred Center, N. Y.
Joseph F. Butler, O. S. F	St. Bonaventure's College	Allegany, N. Y.
Robert B. Fairbairn, D. D., LL. D	St. Stephen's College	Annandale, N. Y.
David H. Cochran, PH. D., LL. D.	Polytechnic Institute of Brooklyn.	Brooklyn, N. Y.
Brother Jerome, O. S. F	St. Francis College	Do.
J. A. Hartnett, C. M	St. John's College	Do.
John I. Zahm, S. J	Canisius College	Buffalo, N. Y.
Alpheus B. Hervey, PH. D	St. Lawrence University	Canton, N. Y.
M. Woolsey Stryker, D. D	Hamilton College	Clinton, N. Y.
John Scully, S. J	St. John's College	Fordham, N. Y.
Eliphalet N. Potter, S. T. D., LL. D., D. C. L.	Hobart College	Geneva, N. Y.
N. L. Andrews	Colgate University	Hamilton, N. Y.
Jacob G. Schurman, SC. D., LL. D.	Cornell University	Ithaca, N. Y.
George H. Ball, D. D	Keuka College	Keuka College, N. Y.
Wm. O'B. Pardow, S. J	College of St. Francis Xavier.	New York, N. Y.
Alexander S. Webb, LL. D	College of the City of New York.	Do.
Seth Low, LL. D	Columbia College	Do.
Brother Anthony	Manhattan College	Do.
H. M. MacCracken, D. D., LL. D.	University of the City of New York.	Do.
P. V. Kavanagh, C. M	Niagara University	Niagara University, N. Y.
David J. Hill, LL. D	University of Rochester	Rochester, N. Y.
Harrison E. Webster, LL. D	Union University	Schenectady, N. Y.
Chas. N. Sims, D. D., LL. D	Syracuse University	Syracuse, N. Y.
George T. Winston, LL. D	University of North Carolina.	Chapel Hill, N. C.
D. J. Sanders, D. D	Biddle University	Charlotte, N. C.

I.—*Colleges for males and coeducational colleges of liberal arts*—Cont'd.

Name of president.	University or college.	Address.
J. B. Shearer, D. D., LL. D	Davidson College	Davidson, N. C.
John F. Crowell, LITT. D	Trinity College	Durham, N. C.
L. Lyndon Hobbs, A. M	Guilford College	Guilford College, N. C.
J. D. Shirey, A. M	North Carolina College	Mt. Pleasant, N. C.
J. C. Clapp, D. D	Catawba College	Newton, N. C.
H. M. Tupper, D. D	Shaw University	Raleigh, N. C.
R. L. Abernethy, A. M., D. D	Rutherford College	Rutherford College, N. C.
J. C. Price, D. D	Livingstone College	Salisbury, N. C.
Chas. E. Taylor, D. D., LITT. B	Wake Forest College	Wake Forest, N. C.
....	Weaverville College	Weaverville, N. C.
H. F. Wogan, PH. D., D.D	North Dakota University	Bismarck, N. Dak.
Reuben A. Beard	Fargo College	Fargo, N. Dak.
Wm. H. Becker, LL. B	Rolla University	Rolla, N. Dak.
W. Merrifield, A. M	University of North Dakota	University, N. Dak.
M. V. B. Knox, D. D	Red River Valley University	Wahpeton, N. Dak.
Orello Cone, D. D	Buchtel College	Akron, Ohio.
Tamerlane P. Marsh, D. D	Mount Union College	Alliance, Ohio.
D. C. Christner, D. D., LL. D	Ashland University	Ashland, Ohio.
Chas. W. Super, PH. D	Ohio University	Athens, Ohio.
Joseph E. Stubbs, D. D., LL. D	Baldwin University	Berea, Ohio.
Wm. Nast, D. D	German Wallace College	Do.
James Rogers, C. S. C	St. Joseph's College	Cincinnati, Ohio.
H. A. Schapman, S. J	St. Xavier College	Do.
W. O. Sproull, PH. D., LL, D	University of Cincinnati	Do.
H. J. Ruetenik, D. D	Calvin College	Cleveland, Ohio.
Chas. F. Thwing, D. D	Western Reserve University	Do.
C. H. L. Schuette, A. M	Capital University	Columbus, Ohio.
Wm. H. Scott, LL. D	Ohio State University	Do.
James W. Bashford, PH. D	Ohio Wesleyan University	Delaware, Ohio.
J. R. H. Latchaw, D. D	Findlay College	Findlay, Ohio.
Theodore Sterling, LL. D	Kenyon College	Gambier, Ohio.
Orvon G. Brown, A. M	Twin Valley College	Germantown, Ohio.
D. B. Purinton, A. M., LL. D	Denison University	Granville, Ohio.
Fenton Gall, B. S	Hillsboro College	Hillsboro, Ohio.
Ely V. Zollars, A. M	Hiram College	Hiram, Ohio.
Elmer E. Henderson	Hopedale Normal College	Hopedale, Ohio.
John W. Simpson, D. D	Marietta College	Marietta, Ohio.
W. A. Williams, D. D	Franklin College	New Athens, Ohio.
Jesse Johnson	Muskingum College	New Concord, Ohio.
Wm. G. Ballantine, D. D., LL. D	Oberlin College	Oberlin, Ohio.
Wm. O. Thompson, D. D	Miami University	Oxford, Ohio.
Geo. W. MacMillan, PH. D., D. D	Richmond College	Richmond, Ohio.
John M. Davis, PH. D	Rio Grande College	Rio Grande, Ohio.
Wm. L. Dixon, D. D	Scio College	Scio, Ohio.
Samuel A. Ort, D. D	Wittenberg College	Springfield, Ohio.
John A. Peters, D. D	Heidelberg University	Tiffin, Ohio.
Thomas F. Moses, A. M., M. D	Urbana University	Urbana, Ohio.
Thomas J. Sanders, PH. D	Otterbein University	Westerville, Ohio.
S. T. Mitchell, A. M., LL. D	Wilberforce University	Wilberforce, Ohio.
James B. Unthank, M. S	Wilmington College	Wilmington, Ohio.
S. F. Scovel, D. D	University of Wooster	Wooster, Ohio.
Daniel A. Long, D. D., LL. D	Antioch College	Yellow Springs, Ohio.
D. R. Boyd, A. M	University of Oklahoma	Norman, Okla.
D. Atkins, D. D	Corvallis College	Corvallis, Oregon.
J. W. Johnson, A. M	University of Oregon	Eugene, Oregon.
Thomas McClelland, D. D	Pacific University	Forest Grove, Oregon.
T. G. Brownson	McMinnville College	McMinnville, Oregon.
Thomas Newlin	Pacific College	Newberg, Oregon.
Wm. S. Gilbert, A. M	Philomath College	Philomath, Oregon.
George Whitaker, D. D	Willamette University	Salem, Oregon.

I.—*Colleges for males and coeducational colleges of liberal arts*—Cont'd.

Name of president.	University or college.	Address.
W. J. Holland, PH. D., D. D	Western University of Pennsylvania.	Allegheny, Pa.
Theodore L. Seip, D. D	Muhlenberg College	Allentown, Pa.
E. B. Bierman, A. M	Lebanon Valley College	Annville, Pa.
Leander Schnerr	St. Vincent College	Beatty, Pa.
W. P. Johnston, A. M	Geneva College	Beaver Falls, Pa.
George E. Reed, D. D., LL. D	Dickinson College	Carlisle, Pa.
C. E. Hyatt. C. E	Pennsylvania Military Academy.	Chester, Pa.
H. W. Super. D. D., LL. D	Ursinus College	Collegeville, Pa.
E. D. Warfield, LL. D	Lafayette College	Easton, Pa.
H. W. McKnight, D. D., LL. D	Pennsylvania College	Gettysburg, Pa.
F. A. Muhlenberg, D. D	Thiel College	Greenville, Pa.
Isaac C. Ketler, PH. D	Grove City College	Grove City, Pa.
Isaac Sharpless, SC. D., LL. D	Haverford College	Haverford College, Pa.
Solomon F. Hogue	Monongahela College	Jefferson, Pa.
John S. Stahr, PH. D., D. D	Franklin and Marshall College.	Lancaster, Pa.
John H. Harris, PH. D	Bucknell University	Lewisburg, Pa.
Isaac N. Rendall, D. D	Lincoln University	Lincoln University, Pa.
	St. Francis College	Loretto, Pa.
D. H. Wheeler, D. D., LL. D	Allegheny College	Meadville, Pa.
Aaron E. Gobble, A. M	Central Pennsylvania College	New Berlin, Pa.
R. G. Ferguson, D. D	Westminster College	New Wilmington, Pa.
Henry C. Johnson, LL. D	Central High School	Philadelphia, Pa.
Brother Isadore	La Salle College	Do.
Wm. Pepper, M. D., LL. D	University of Pennsylvania	Do.
E. M. Wood, D. D., LL. D	Duquesne College	Pittsburg, Pa.
John T. Murphy, C. S. SP	Holy Ghost College	Do.
Charles De Garmo, PH. D	Swarthmore College	Swarthmore, Pa.
Christopher A. McEvoy, O. S. A	Villanova College	Villanova, Pa.
James D. Moffat, D. D	Washington and Jefferson College.	Washington, Pa.
E. B. Andrews, D. D., LL. D	Brown University	Providence, R. I.
H. E. Shepherd, A. M., LL. D	College of Charleston	Charleston, S. C.
John I. Cleland, A. M	Presbyterian College of South Carolina.	Clinton, S. C.
Joseph W. Morris, A. M., LL. B	Allen University	Columbia, S. C.
James Woodrow, PH. D., LL. D	South Carolina College	Do.
W. M. Grier, D. D	Erskine College	Due West, S. C.
Charles Manly, D. D	Furman University	Greenville, S. C.
G. W. Holland, PH. D., D. D	Newberry College	Newberry, S. C.
L. M. Dunton, D. D	Claflin University	Orangeburg, S. C.
James H. Carlisle, LL. D	Wofford College	Spartanburg, S. C.
Wm. M. Blackburn, D. D	Pierre University	East Pierre, S. Dak.
J. W. Hancher, M. S., A. M	Black Hills College	Hot Springs, S. Dak.
Wm. Brush, D. D	Dakota University	Mitchell, S. Dak.
D. M. Evans	Redfield College	Redfield, S. Dak.
Joseph W. Mauck, A. M	University of South Dakota	Vermillion, S. Dak.
Albert T. Free, A. M	Yankton College	Yankton, S. Dak.
J. Albert Wallace, D. D	King College	Bristol, Tenn.
Isaac W. Joyce, D. D., LL. D	U. S. Grant University	Chattanooga, Tenn.
George Summey, D. D	Southwestern Presbyterian University.	Clarksville, Tenn.
J. T. Pritchett	Hiwassee College	Hiwassee College, Tenn.
G. M. Savage, A. M., LL. D	Southwestern Baptist University.	Jackson, Tenn.
J. S. McCulloch, D. D	Knoxville College	Knoxville, Tenn.
Chas. W. Dabney, jr., PH. D., LL. D.	University of Tennessee	Do.

I.—*Colleges for males and coeducational colleges of liberal arts*—Cont'd.

Name of president.	University or college.	Address.
N. Green, LL. D	Cumberland University	Lebanon, Tenn.
W. B. Sherrill, A. M	Bethel College	McKenzie, Tenn.
S. W. Boardman, LL. D	Maryville College	Maryville, Tenn.
Brother Maurelian	Christian Brothers' College	Memphis, Tenn.
J. Hopwood, A. M	Milligan College	Milligan, Tenn.
J. T. Henderson	Carson and Newman College	Mossy Creek, Tenn.
J. Braden, D. D	Central Tennessee College	Nashville, Tenn.
E. M. Cravath, D. D	Fisk University	Do.
Alfred Owen, D. D	Roger Williams University	Do.
Landon C. Garland, LL. D	Vanderbilt University	Do.
Thos. F. Gailor, S. T. D	University of the South	Sewanee, Tenn.
W. N. Billingsley, A. M	Burritt College	Spencer, Tenn.
J. L. Bachman	Sweetwater College	Sweetwater, Tenn.
Jere Moore, D. D	Greeneville and Tusculum College.	Tusculum, Tenn.
James T. Cooter, A. B	Washington College	Washington College, Tenn.
Leslie Waggener, LL. D	University of Texas	Austin, Tex.
A. J. Emerson, A. M., D. D	Howard Payne College	Brownwood, Tex.
Oscar L. Fisher, A. M., B. D	Fort Worth University	Fort Worth, Tex.
Theobald W. Butler, S. J	St. Mary's University	Galveston, Tex.
John H. McLean, A. M., D. D	Southwestern University	Georgetown, Tex.
A. T. Seitz	Hope Institute	Italy, Tex.
P. A. Cool	Wiley University	Marshall, Tex.
S. M. Luckett, D. D	Austin College	Sherman, Tex.
B. D. Cockrill	Trinity University	Tehuacana, Tex.
Addison Clark	Add-Rann Christian University.	Thorp Spring, Tex.
R. C. Burleson, D. D., LL. D	Baylor University	Waco, Tex.
I. M. Burgan, D. D	Paul Quinn College	Do.
	University of Utah	Salt Lake City, Utah.
Matthew H. Buckham, D. D	University of Vermont	Burlington, Vt.
Ezra Brainerd, LL. D	Middlebury College	Middlebury, Vt.
Wm. W. Smith, A. M	Randolph-Macon College	Ashland, Va.
Wm. M. Thornton, LL. D	University of Virginia	Charlottesville, Va.
James Atkins, A. M., D. D	Emory and Henry College	Emory, Va.
Richard McIlwaine, D. D	Hampden-Sidney College	Hampden-Sidney, Va.
G. W. C. Lee, LL. D	Washington and Lee University.	Lexington, Va.
B. Puryear, LL. D	Richmond College	Richmond, Va.
Julius D. Dreher, A. M., PH. D	Roanoke College	Salem, Va.
F. N. English, A. M	Colfax College	Colfax, Wash.
Thos. M. Gatch, PH. D	University of Washington	Seattle, Wash.
Calvin W. Stewart, D. D	Whitworth College	Sumner, Wash.
Aegidius Junger, D. D	St. James College	Vancouver, Wash.
James F. Eaton	Whitman College	Walla Walla, Wash.
Archibald McLean, A. M	Bethany College	Bethany, W. Va.
Thomas E. Peden	West Virginia College	Flemington, W. Va.
E. M. Turner, LL. D	West Virginia University	Morgantown, W. Va.
Chas. W. Gallagher, D. D	Lawrence University	Appleton, Wis.
Edward D. Eaton, D. D., LL. D	Beloit College	Beloit, Wis.
H. A. Muehlmeier, D. D	Mission House	Franklin, Wis.
F. P. Dalrymple	Gale College	Galesville, Wis.
Chas. K. Adams, LL. D	University of Wisconsin	Madison, Wis.
Wm. C. Whitford, A. M., D. D	Milton College	Milton, Wis.
R. J. Meyer, S. J	Marquette College	Milwaukee, Wis.
Rufus C. Flagg, D. D	Ripon College	Ripon, Wis.
Joseph Rainer	Seminary of St. Francis of Sales.	St. Francis, Wis.
A. F. Ernst	Northwestern University	Watertown, Wis.
A. A. Johnson, A. M., D. D	University of Wyoming	Laramie, Wyo.

II.—*Colleges for women.*

Name of president.	College.	Address.
Howard W. Key, A. M., PH. D	Athens Female College	Athens, Ala.
A. B. Jones, D. D., LL. D	Huntsville Female College	Huntsville, Ala.
J. D. Anderson	Huntsville Female Seminary.	Do.
S. W. Averett	Judson Female Institute	Marion, Ala.
Jas. D. Wade, A. M	Marion Female Seminary	Do.
P. P. Winn, A. M	Isbell College	Talladega, Ala.
Horace H. Epes, A. M	Central Female College	Tuskaloosa, Ala.
Alonzo Hill, A. M	Tuskaloosa Female College	Do.
John Massey, LL. D	Alabama Conference Female College.	Tuskegee, Ala.
Mrs. C. T. Mills	Mills College	Mills College, Cal.
Sister Amelie de St. Joseph	College of Notre Dame	San Jose, Cal.
Martha E. Chase	Santa Rosa Seminary	Santa Rosa, Cal.
Miss M. Rutherford	Lucy Cobb Institute	Athens, Ga.
P. S. Twitty	Andrew Female College	Cuthbert, Ga.
G. J. Orr	Dalton Female College	Dalton, Ga.
Rev. James E. Powell	Monroe Female College	Forsyth, Ga.
A. W. Van Hoose	Georgia Female Seminary	Gainesville, Ga.
Rufus W. Smith, A. M	La Grange Female College	La Grange, Ga.
Chas. C. Cox	Southern Female College	Do.
Wm. C. Bass	Wesleyan Female College	Macon, Ga.
J. Harris Chappell	Georgia Normal and Industrial College.	Milledgeville, Ga.
A. J. Battle, D. D., LL. D	Shorter College	Rome, Ga.
John E. Baker	Young Female College	Thomasville, Ga.
W. F. Short, D. D	Illinois Female College	Jacksonville, Ill.
E. F. Bullard, A. M	Jacksonville Female Academy.	Do.
C. W. Leffingwell, D. D	St. Mary's School	Knoxville, Ill.
Sarah F. Anderson	Rockford College	Rockford, Ill.
J. F. Hendy, D. D	College for Young Ladies	Oswego, Kans.
Elisha S. Thomas, S. T. D	College of the Sisters of Bethany.	Topeka, Kans.
Benj. F. Cabell	Potter College	Bowling Green, Ky.
Miss C. A. Campbell	Caldwell College	Danville, Ky.
J. J. Rucker, LL. D	Georgetown Female Seminary.	Georgetown, Ky.
J. M. Bent, D. D	Liberty Female College	Glasgow, Ky.
E. W. Elrod	Lynnland Female College	Glendale, Ky.
Jno. Aug. Williams	Daughters College	Harrodsburg, Ky.
J. B. Skinner	Hamilton Female College	Lexington, Ky.
H. B. McClellan, A. M	Sayre Female Institute	Do.
Cadesman Pope	Millersburg Female College	Millersburg, Ky.
Miss M. F. Hewitt	Jessamine Female Institute	Nicholasville, Ky.
W. H. Stuart	Owensboro Female College	Owensboro, Ky.
Erastus Rowley, D. D	Kentucky College for Young Ladies.	Pewee Valley, Ky.
A. G. Murphey	Logan Female College	Russellville, Ky.
Miss L. V. Sullivan	Stuart Female College	Shelbyville, Ky.
John M. Hubbard, A. M	Stanford Female College	Stanford, Ky.
S. W. Pearcy, A. M	Winchester Female College	Winchester, Ky.
George J. Ramsey, A. M	Silliman Female Institute	Clinton, La.
Wm. S. Burks	Jefferson Davis College	Minden, La.
A. B. Allen, A. M	Westbrook Seminary	Deering, Me.
Edgar M. Smith	Maine Wesleyan Seminary and Female College.	Kents Hill, Me.
John F. Goucher, D. D	Woman's College of Baltimore.	Baltimore, Md.
Wm. H. Purnell, LL. D	Frederick Female Seminary	Frederick, Md.
J. H. Turner, A. M	Lutherville Female Seminary	Lutherville, Md.
C. C. Bragdon, A. M	Lasell Seminary for Young Women.	Auburndale, Mass.
Arthur Gilman, A.M., secretary	Harvard Annex	Cambridge, Mass.

II.—*Colleges for women*—Continued.

Name of president.	College.	Address.
L. Clark Seelye, D. D	Smith College	Northampton, Mass.
Mrs. E. S. Mead, A. M	Mount Holyoke Seminary and College.	South Hadley, Mass.
Helen A. Shafer, A. M	Wellesley College	Wellesley, Mass.
R. B. Abbott, D. D	Albert Lea College	Albert Lea, Minn.
W. T. Lowrey, A. M., D. D	Blue Mountain Female College.	Blue Mountain, Miss.
Lewis T. Fitzhugh	Whitworth Female College	Brookhaven, Miss.
Walter Hillman, LL. D	Hillman College	Clinton, Miss.
Robert Frazer, LL. D	Industrial Institute and College.	Columbus, Miss.
N. Lena Elgin	Corinth Female College	Corinth, Miss.
Chas. W. Anderson	East Mississippi Female College.	Meridian, Miss.
H. N. Robertson, A. M	Union Female College	Oxford, Miss.
W. V. Frierson	Chickasaw Female College	Pontotoc, Miss.
Miss M. E. Compton	Port Gibson Female College	Port Gibson, Miss.
L. M. Stone	Shuqualak Female College	Shuqualak, Miss.
Chas. H. Otken, LL. D	Lea Female College	Summit, Miss.
W. A. Oldham, A. M	Christian Female College	Columbia, Mo.
T. W. Barrett, A. M	Stephens Female College	Do.
Hiram D. Groves	Howard Payne College	Fayette, Mo.
H. C. Evans, A. M	Synodical Female College	Fulton, Mo.
Lina Moxley	Presbyterian College	Independence, Mo.
B. T. Blewett, LL. D	St. Louis Seminary	Jennings, Mo.
W. A. Wilson, A. M	Baptist Female College	Lexington, Mo.
Archibald A. Jones	Central Female College	Do.
J. D. Blanton	Elizabeth Aull Female Seminary.	Do.
A. K. Yancey	Hardin College	Mexico, Mo.
Robert Irwin, D. D	Lindenwood Female College	St. Charles, Mo.
Jesse M. Durrell	New Hampshire Conference Seminary and Female College.	Tilton, N. H.
Gertrude G. Bowen	Bordentown Female College.	Bordentown, N. J.
J. H. McIlvaine, D. D	Evelyn College	Princeton, N. J.
Edward S. Frisbee, D. D	Wells College	Aurora, N. Y.
Truman J. Backus, LL. D	Packer Collegiate Institute	Brooklyn, N. Y.
Charles Van Norden, D. D	Elmira College	Elmira, N. Y.
Ella Weed, chairman	Barnard College	New York, N. Y.
George W. Samson, D. D., LL. D	Rutgers Female College	Do.
James M. Taylor, D. D	Vassar College	Poughkeepsie, N. Y.
Benj. E. Atkins	Asheville Female College	Asheville, N. C.
S. A. Wolff	Gaston College	Dallas, N. C.
B. F. Dixon	Greensboro Female College	Greensboro, N. C.
Joseph L. Murphy, A. M	Claremont Female College	Hickory, N. C.
John D. Minick, A. M	Davenport Female College	Lenoir, N. C.
S. D. Bagley	Louisburg Female College	Louisburg, N. C.
John B. Brewer, A. M	Chowan Baptist Female Institute.	Murfreesboro, N. C.
R. P. Troy	Wesleyan Female College	Do.
N. Penick	Oxford Female Seminary	Oxford, N. C.
John H. Clewell	Salem Female Academy	Salem, N. C.
H. W. Reinhart	Thomasville Female College.	Thomasville, N. C.
Silas E. Warren	Wilson Collegiate Institute	Wilson, N. C.
G. K. Bartholomew, A.M., PH. D.	Bartholomew English and Classical School.	Cincinnati, Ohio.
W. K. Brown, A. M., D. D	Cincinnati Wesleyan College.	Do.
Chas. F. Thwing, D. D	Cleveland College for Women	Cleveland, Ohio.
L. D. Potter, D. D	Glendale Female College	Glendale, Ohio.
D. B. Hervey, PH. D	Granville Female College	Granville, Ohio.
D. B. Purinton, LL. D	Shepardson College	Do.

II.—*Colleges for women*—Continued.

Name of president.	College.	Address.
Faye Walker, D. D	Oxford College	Oxford, Ohio.
Miss Mary Evans	Lake Erie Seminary	Painesville, Ohio.
J. W. Knappenberger, A. M	Allentown Female College	Allentown, Pa.
J. Blickensderfer, A. M	Moravian Seminary for Young Ladies.	Bethlehem, Pa.
James E. Rhoads, LL. D	Bryn Mawr College	Bryn Mawr, Pa.
John Edgar, PH. D	Wilson College	Chambersburg, Pa.
J. W. Sunderland	Pennsylvania Female College	Collegeville, Pa.
H. A. Brickenstein	Linden Hall Seminary	Lititz, Pa.
E. E. Campbell, A. M	Irving Female College	Mechanicsburg, Pa.
Frances E. Bennett Sylvia J. Eastman	Ogontz School	Ogontz, Pa.
A. H. Norcross, D. D	Pittsburg Female College	Pittsburg, Pa.
Samuel B. Jones, D. D	Columbia Female College	Columbia, S. C.
W. R. Atkinson, D. D	Presbyterian College for Women.	Do.
Mrs. L. M. Bonner	Due West Female College	Due West, S. C.
H. P. Griffith	Cooper-Limestone Institute	Gaffney City, S. C.
Alexander S. Townes	Greenville Female College	Greenville, S. C.
H. G. Reed	Walhalla Female College	Walhalla, S. C.
S. Lander, A. M	Williamston Female College.	Williamston, S. C.
D. S. Hearon, D. D	Sullins College	Bristol, Tenn.
Th. Smith, A. M	Brownsville Female College.	Brownsville, Tenn.
Kate McFarland	Union Female Seminary	Do.
Robert D. Smith, A. M	Columbia Athenæum	Columbia, Tenn.
Wilbur F. Wilson	Tennessee Female College	Franklin, Tenn.
A. M. Burney	Howard Female College	Gallatin, Tenn.
A. W. Jones, D. D	Memphis Conference Female Institute.	Jackson, Tenn.
N. J. Finney, A. M	Cumberland Female College.	McMinnville, Tenn.
Miss V. O. Wardlaw, A. M	Soule Female College	Murfreesboro, Tenn.
Geo. W. F. Price, D. D	Nashville College for Young Ladies.	Nashville, Tenn.
B. H. Charles	Ward Seminary	Do.
R. M. Saunders	Martin Female College	Pulaski, Tenn.
Wm. M. Graybill, A. M	Synodical Female College	Rogersville, Tenn.
R. J. Hayes	Shelbyville Female College	Shelbyville, Tenn.
N. A. Flournoy	Somerville Female Institute.	Somerville, Tenn.
Otis M. Sutton	Mary Sharp College	Winchester, Tenn.
P. H. Eager, A. M	Baylor Female College	Belton, Tex.
S. M. Godbey	Chappell Hill Female College	Chappell Hill, Tex.
R. O. Rounsavall	Waco Female College	Waco, Tex.
S. N. Barker	Martha Washington College.	Abingdon, Va.
Kate M. Hunt	Stonewall Jackson Institute.	Do.
Wm. P. Dickinson	Albemarle Female Institute	Charlottesville, Va
Mrs. E. T. Taliaferro	Montgomery Female College.	Christiansburg, Va.
R. H. Sharp, jr	Danville College for Young Ladies.	Danville, Va.
J. T. Averett	Roanoke Female College	Do.
Samuel D. Jones, B. L	Southwest Virginia Institute	Glade Spring, Va.
Chas. L. Cocke	Hollins Institute	Hollins, Va.
J. J. Scherer, A. M	Marion Female College	Marion, Va.
J. A. I. Cassedy	Norfolk College for Young Ladies.	Norfolk, Va.
Arthur K. Davis, A. M	Southern Female College	Petersburg, Va.
John H. Powell	Richmond Female Institute	Richmond, Va.
James Willis, A. M	Staunton Female Seminary	Staunton, Va.
Mrs. J. E. B. Stuart	Virginia Female Institute	Do.
Wm. A. Harris, D. D	Wesleyan Female Institute	Do.
John P. Hyde, D. D., LL. D	Valley Female College	Winchester, Va.
Mrs. H. L. Field	Parkersburg Seminary	Parkersburg, W. Va.
Ella C. Sabin	Downer College	Fox Lake, Wis.
Charles R. Kingsley, PH. D	Milwaukee College	Milwaukee, Wis.

CHAPTER XIX.

HISTORY AND STATUS OF PUBLIC KINDERGARTENS AND ÉCOLES GARDIENNES IN SEVERAL EUROPEAN COUNTRIES.[1]

I.—Belgium.

The very history of this interesting kingdom is intimately connected with its educational interests. In 1814 Belgium was united with Holland, and much was done at once by the new government to place public instruction on a good footing. These efforts, however, deeply offended the clergy. Restrictions were placed on their influence and on their control of their own schools. These they interpreted as attacks upon the liberty and autonomy of the Belgian people, and the liberal party joined them in the demand for freedom of instruction. Under the influence of the French Revolution of July, 1830, outbreaks took place in Belgium, which led to the establishment of a provisional government in September, and to the declaration of Belgian independence in October. The new constitution declared:

"Instruction is free; every preventive measure is forbidden; measures of supervision and repression are regulated by the law; the public instruction to be given at the expense of the state is also regulated by the law."

However, this law was a long time coming. In the meanwhile the clergy, always well organized, regained more than it had lost in matters of instruction; and the liberal party, poorly organized and compelled to turn now against those who had aided them so effectually in the attainment of independence were rapidly losing their foothold. They succeeded, however, in successive struggles (more particularly in 1835, 1842, 1850, 1859, and 1878) in establishing a system of public education which challenges the admiration of the world and which the clerical party, since its last victory in 1884, has in vain attempted to undo.

We are, however, here concerned only with the infant schools of the little kingdom. These were originated in 1826 by the same philanthropic spirit that had resuscitated the *salle d'asile* in France. In the larger cities, which had a vast industrial population, societies were formed that established and maintained these *salles d'asile, écoles gardiennes* and *crèches*, whose organizations were after French patterns[2].

However, in 1857, Rogier, minister of the interior department, summoned Madame Marenholtz-Buelow to Brussels. He had made her acquaintance during a session of "the International Charity Congress" at Frankfort, where she had delivered two addresses. On her arrival at Brussels, she found that Madame Guillaume, a kindergartner from Hamburg, had just established a kindergarten. "Nevertheless," she reports, "the cause and even Froebel's name were wholly unknown, and endless labor was needed in order to obtain a modest circle of hearers for my weekly lectures."

Later on, however, these were attended by many prominent men and women. At the same time a normal class, or course for teachers, was organized; and, at her request, the Government (Rogier) invited Mademoiselle Breymann to aid in this work. The movement was further aided by Mademoiselle Chevallier, a Parisian kindergartner, who had come to Brussels to give instruction to a number of nuns; still more by the publication of the *Manuel des Jardins d'Enfants*, which was the joint work of Mademoiselle Marenholtz, School Inspector Jacobs, Mademoiselle Breymann, Mademoiselle Chevállier, and Madame Reulens, a Belgian poet of some note.

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[1] Prepared for the Bureau of Education by W. N. Hailmann, superintendent of public schools, La Porte, Ind.

[2] Private devotion to educational progress organized in associations is even now in Belgium the chief hope of the schools, whose interests the liberals declare to be threatened at every point by the reactionary measures of the ruling clerical party. Thus the workingmen of Ghent are organized as "Lovers of Freedom," the workingwomen of the same city are banded together in an association, significantly named "Joy in Duty" (*Nreugd in Deugd*). Elsewhere we find rather humorous names, such as "Reclining Academicians," "Standing Academicians," "Marching Academicians," "The Guard of the Communal Schools," "The Impermeables," "The Five Farthings," etc. The object of all of these is to diffuse instruction among the people and to support certain features of the schools which, for reasons of their own, the clergy are steadily attempting to restrict or abrogate.

In 1858 Rogier commissioned the inspectors-general of the Belgian provinces to look into the merits of the Froebelian method and to report the result of their examination. Their report is so classical that some of its principal portions are given here in full. They wrote as follows:

"Prominent educators, filled with the love of mankind, have labored to discover the nature and powers of the human mind in order to bring education and instruction into efficient and harmonious unity. The influence of new psychological experiences enabled them successfully to modify the method of teaching. The majority of them, however, confined themselves to the enunciation of theoretical principles, which indicated only very imperfectly the road to be followed.

"Froebel supplied this deficiency to a remarkable degree. The principle underlying his system demands that the child be developed by means of his own spontaneous activity. Education should stimulate his physical, moral, and intellectual powers, furnish him materials that call forth and serve his activity, and lead him to the harmonious and complete development of his humanity."

The report then goes on to detail the value and meaning of play, and of Froebel's gifts, and continues with the following remarkable thoughts: "According to Froebel the family should be the center of education. Yet the family alone is not sufficient to develop every side of the human being. The kindergarten is meant to supplement family education by offering opportunities for the practice of social virtue. Froebel regards the kindergarten as the most necessary auxiliary of the mother in every condition of life. * * * Community of interest in the kindergarten affects the young souls much more strongly than is generally supposed. Children between the ages of two and seven learn to adapt themselves to a fixed order, to obey a law which acts so beneficently because it secures to them much coveted joy and activity; and they enjoy these pleasures only by fulfilling concurrent duties."

The recognition of these principles on the part of Belgian educators, and the utter failure of French leaders of educational thought to apprehend them, explain the fact that in Belgium, in spite of unfavorable conditions and in the face of determined opposition on the part of a reactionary government, Froebel has achieved even at this advanced epoch his brightest triumphs (at least as far as European countries are concerned), whereas in France, in spite of most favorable conditions and a government eager for progress, the spirit of his work seems to be hopelessly buried beneath heaps of meaningless technicalities.

From Brussels Madame Marenholtz went to Ghent and Antwerp, where her lectures aroused much interest. Many kindergartens were established in these and other cities of Belgium, and the work continued to flourish. However, the majority of nursery schools (*ècoles gardiennes*) were still conducted largely on the plan of the *salle d'asile*, and a constant struggle was required to prevent reversion into the easier methods of the *claquoir*. Thanks, however, to the determined devotion of a number of persons of influence and insight the work prospered into ever greater purity in the leading cities of Brussels, Ghent, Antwerp, Liege, etc., and ultimately the kindergarten triumphed and impressed its principles and tendencies permanently on the *ècoles gardiennes* (nursery schools) of the kingdom, which had been established in 1842.

Up to 1870 the *ècoles gardiennes* had been subject to the exclusive control of the communal authorities. In most cases they were asylums for neglected children and subject in their somewhat precarious existence to shifting economic whims and prejudices of the communes. The desire to remedy this state of affairs led to the introduction of the following paragraph into the law of July, 1879:

> *Salles d'asile* or *ècoles gardiennes* are to be connected with the communal schools in every locality where the Government deems it necessary.

In consequence of the manifest interest in these schools which followed the promulgation of the law, the *ècoles enfantines* increased rapidly in number, in efficiency, in character. During the year 1880–81 the number of these schools rose from 394 to 684, and in 1884 their number had risen to 850. Similarly their population had risen from 52,500 children in 1881 to 74,000 in 1884. In 1879 the expenses for the *ècoles gardiennes* and *ècoles d'adultes* amounted in round numbers to 2,255,000 francs, the state contributing 620,000 francs; in 1884 the *ècoles gardiennes* alone cost 2,300,000 francs, of which the state paid 900,000 francs.

That the minister of public instruction (P. Vanhumbéeck[1]) had risen to a full appreciation of the value of these schools and had learned to place a high estimate on Froebel's educational aims and means is amply attested by the circular and programme for the *ècoles gardiennes* issued to the governors of the provinces in September, 1880. The programme indeed had been prepared by skillful hands, by a commission appointed for the purpose, among whom were M. Jacobs, principal inspector of primary instruction at Brussels; M. Minnaert, subdirector of the normal school of Ghent; Madame Op Den Berg, directress of the kindergartens of Liege, and Mademoiselle Van der Molen, from the normal school of Brussels.

In this programme the aim of the *école gardienne*, which was now rapidly becoming a *jardin d'enfants* (kindergarten), was formulated as follows:

> To cultivate the physical powers and to assure to the children robust health; to secure by the exercise of the senses, an early development of the faculty of perception to the spirit of observation; to encourage the impulse of imitation, and to stimulate the inventive faculties; to teach children, within the limits of their power, to express clearly their observations and judgments; to habituate them to cleanliness, order, politeness; to inspire them with the love of the beautiful; to train them to obedience, veracity, diligence; above all, to make them kind, amiable, generous.
>
> The method to be used is based on the natural laws that control the physical, intellectual, and moral development of the child. In its great principles, as well as in its fundamental practical applications, this method has been created by the genius of Froebel. It comprises a series of graduated plays, exercises, stories, or conversations, song, and manual occupations, which in happy harmony bring into activity all the powers and faculties of the child.
>
> In order to succeed in this work of maternal education, it is necessary that the teacher in the full apprehension of Froebel's spirit, should rely more on pedagogical principles than on the study of the details in a manual; that she should shun purely mechanical devices and the mere memorizing of formulas; that she should know how to vary the talks and invent new exercises, and lead the children to invent, to create; that she should endeavor to acquire the affectionate and persuasive language of the mother; that, finally, she find all her joy in seeing herself surrounded by children beaming with health and happiness.

These beautiful introductory words, as well as the painfully detailed programme of work, which is reproduced in Appendix D, reveal, together with the many excellences, also the shortcomings of the Belgian interpretation of Froebel, which will appear more clearly later on.

The minister of public instruction in the circular accompanying the programme of work points to the fact that as a rule "education is a secondary consideration in charity nurseries, which attempt to gather under the direction of one teacher from 60 to 100 and even more children, and expresses the hope that the organization of the communal kindergartens will be such as to limit the number of children intrusted to one teacher to 30 or 40 at most." A similar observation may be made in our own country. Charity kindergartens frequently unite in one room from 100 to 150 children, and seek to "keep them in order" by placing at the disposal of the teacher a number of inexperienced apprentices, who in blundering fashion pay with their time for the privilege of "learning the kindergarten." There is no greater obstacle to the diffusion of a proper appreciation of the kindergarten than the charity kindergartens organized in this miserly fashion.

The minister of public instruction concludes his remarkable circular with the following far-reaching words:

"If these institutions are pervaded by the principles of Froebel, if they hold in high esteem the cultivation of the senses and of the incipient faculties, if they open the heart of the child to moral influence, if they give him habits of order and industry, there can be no doubt that the primary school and the school for adults in continuing and completing a culture so well begun will secure that rounded education which renders the pupil intelligent and efficient, prepared for individual and for social life, capable of working out his own improvement."

In accordance with the spirit of the law of 1879, the communal *ècoles gardiennes* were freely subsidized by the state, and the need of private enterprise in this direction was signally reduced. At the same time strenuous efforts were made to secure competent teachers for these schools. For this purpose persons who desired to teach in the *ècoles gardiennes* were required to hold a special diploma as proof of a satisfactory examination showing among other things a knowledge of the method of Froebel and familiarity with the didactic exercises of the kindergarten. Admission to these examinations was accorded only to those who had passed satisfactorily through preparatory schools, and, for the present, to those serving at the time in the communal *écoles gardiennes,* in the communal primary schools or in the practice schools of State normal schools.

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[1] *The Revue Pèdagogique Belge* just brings the news (September, 1890) of the death of this educational benefactor of Belgium. He became minister of public instruction in 1878 and filled this important office until the fall of the Liberal ministry in 1884. The *Revue* says concerning the results of his administration: "Under his administration hundreds of schools were built even in the remotest hamlets; schools for adults, normal schools, and atheneums multiplied in every province; special and superior institutions were reorganized, supervision was strengthened, the position of the teachers improved and honored; the state created the first intermediate schools for girls and assumed the organization of kindergartens left heretofore wholly to the initiative of private enterprise and the communes; the programmes were entirely recast and gave to popular education the scientific and integral character corresponding with the requirements of our time; in short, it was a real intellectual awakening."

In order to secure the needed preparation the Government had planned the establishment of special normal schools for the training of kindergartners. For the period which must necessarily elapse before the realization of the plan it had established temporary normal courses in a number of prominent cities. These courses lasted for ten weeks, required a high degree of preparation in those who entered, and gave much time to thoroughly professional work under excellent teachers. Persons who attended these courses could secure by suitable examination a provisional license to teach. They had after that three years' time to prepare themselves for obtaining their final special diploma, which alone could render their appointment permanent. In 1880 these normal courses were attended by 830 students; of these 720 secured the provisional license. Out of 492 who attended in 1881 439 secured licenses. In 1884 three-quarters of the teaching corps (over 1,400) had secured the full special license. Subsequently additional opportunity for improvement was offered by teachers' conferences, four of which are held annually under the auspices of the Government. We reproduce in Appendix F the plan of the conferences at Antwerp for 1882. Indeed, in his triennial report published in 1884, the minister of public instruction, Vanhumbéeck, could write:

"The exercises of the *méthode Froebel* have penetrated, to a great extent at least, into all the *écoles gardiennes* subject to our inspection. There are no longer any classes in which the children do not practice the folding, plaiting, and cutting of paper; where they have not frequent talks on the persons and things in the school and in the family, on the productions of nature and of the arts; where the children can not recite some small pieces of children's prose and poetry; where they are not able to render a pleasing song, to execute some regular marches or some gymnastic games. In all there is taught a little arithmetic and drawing, and in the greater number the children are skilled in producing the constructions and arrangements implied in an intelligent use of Froebel's gifts."

Still here, too, popular ignorance and prejudice had compelled the teachers in a number of places, notably in the provinces of Hainault and Namur, to make concessions to false notions and to teach the rudiments of reading and writing in order to secure the attendance of children.

"Certainly," he concludes, "the interpretation of the thought of Froebel is not yet perfect in all the schools; a number of the teachers render the work with the occupations too mechanical and fail to arouse the spontaneous activity of the children; but in general there is considerable progress, and we may safely say that we are far in advance of the old nurseries (*garderies*) where the poor little children vegetated in idleness and disorder and in a fatal torpor of head and heart."

The bright prospects of an indefinite progress, however, received a serious check with the accession to power of a reactionary government in 1884. In September of this year the beneficent law of 1879 was abrogated and a new law promulgated which practically disowns the *écoles gardiennes* so far as the state is concerned. It reduces these schools to the status of 1842, leaving the communes "free to establish or suppress *écoles gardiennes* without the intervention of the Government." The state, however, reserves the right of inspection over all *écoles gardiennes* organized by the communes or subsidized by the state, the province, or the commune. It still places in its budget a certain sum for subsidizing such schools, if the commune solicits this aid and the state finds the existence of the school justifiable and its character satisfactory.

At the same time the plans for the establishment of special normal schools for the education of competent teachers were abandoned and the special normal courses, established for the same purpose, were dropped. Attendance on the conferences for the improvement of teachers ceased to be a matter of interest to the state, and laws requiring special licences became inoperative so far as the state was concerned.

The disastrous effects of this hostile legislation soon became apparent. It is true that according to the reports of the Government the population of these schools and the number of teachers continued to increase. With reference to attendance the Government finds for the period from the 1st of January, 1884, to December 31, 1887, an increase of 33,953 children, reporting for the latter date a population of 99,296 children in the *écoles gardiennes* of the kingdom.

It should be observed in the first place that the period referred to includes the year 1884 during 9 months of which the schools were under the law of 1879, and, inasmuch as the population of these schools, on June 30, 1884, had reached 74,383 children, the increase claimed would, by this consideration alone, be reduced to 24,913. Again, one chief inspector complains that in some schools children are kept in these schools to the age of 9 or 10 years, and another regrets he has found in these schools "many children of 12, 15, and 18 months."

It goes without saying that such irregularities would be more apt to be tolerated in the "adopted and subsidized *écoles gardiennes,*" which are virtually under the control of religious associations or private interests, than in the communal schools, which are wholly under public control. Now, the immediate effect of the law withdrawing the impelling and encouraging offices of the Government from the communal *écoles gardiennes* was the reduction in the number of such schools and their replacement by so-called "adopted or subsidized" *écoles gardiennes*, *i. e.*, schools established under the auspices of religious associations or private interests that fulfilled certain conditions which might entitle them to the support of the commune, the province, or the state.

Thus, on September 30, 1884, there were in the kingdom 850 communal and 16 subsidized *écoles gardiennes*. On the 31st of December of the same year, three months after the inauguration of the new régime, the number of communal schools had been reduced to 685, and the number of "adopted" schools had been increased to 109, an aggregate reduction of 72. During the next three years the number of communal schools was further reduced to 665 and that of the "adopted" schools increased to 282, an aggregate increase of 81 schools over September, 1884.

On the other hand, the contribution of the Government to the expenses of these schools had amounted during the period of 1882–'84 to 2,800,000 francs. During the period of 1885–'87 they were reduced to 1,500,000 francs. At the same time the provinces, following the example of the state, reduced their contributions by nearly one-half, nearly 350,000 francs for the three years, while the communes increased their share of the expenses by less than 300,000 francs for the same period. The average annual expenditure for these schools fell from 2,435,000 francs to 1,910,000 francs.

That under these conditions these schools must have suffered in efficiency is to be expected. In 1884 22 teachers were paid less than 1,000 francs per annum; in 1887 641 received less than 1,000 francs; the average income of the chief instructresses had been reduced nearly 100 francs, and exceeded the average income of the subinstructresses less than 100 francs. The percentage of teachers furnished with diplomas had decreased steadily, and in the "adopted" schools full 40 per cent had no diplomas. In these nearly one-half the teachers were members of religious orders.

The inspectors, says the official report, "while acknowledging the devotion and the heart qualities of the teachers, regret that a great number of them are weak in the matter of professional education." In the résumé of inspectors' reports, prepared by M. Sosset, secretary of the council for the improvement of primary instruction, this gentleman writes:

"In the *écoles gardiennes* conducted by licensed teachers and possessing a sufficient outfit, the greater part of the exercises continues to be conducted in accordance with the Froebel method; but in the others they are far from doing all that is needed to strengthen the body by gymnastic exercises suited to the children's age, far from arousing the faculties of the intellect and from instilling noble sentiments.

"Too frequently the teacher transforms into machine work the occupations which are best suited to exercise the spontaneous activity; rarely even does she express herself with sufficient ease and correctness to enable her to do useful work in the formation of the language of the children.

"Nearly everywhere outside of the great cities there is a more and more pronounced tendency to substitute for the conversational talks, for the instructive and entertaining games, for the folding and other occupations, the monotonous and usually mechanical exercises in reading and writing, in arithmetic and recitation, in which the teacher aims more at the form than at the contents."

In view of the fact that even the officials of the government are beginning to see and to venture to point out the growing retrogression there is, possibly, some hope of a return to the healthy and sensible methods of the law of 1879. In the interest of the cause of universal education, which is the cause of humanity, it is to be hoped that Belgium will soon reassume the leadership in the popular kindergarten movement which she so summarily relinquished in 1884[1].

In the meanwhile, the larger cities of the kingdom are exerting themselves generously to uphold the cause. At their own expense they not only maintain the kindergartens previously established, but add new ones where they seem needed, organize training schools for kindergartners, teachers' conferences, and do all in their power to "hold the fort." This is so much the more commendable, since similar additional burdens are heaped upon them by the Government's neglect of the schools for adults and by its parsimony with reference to communal primary schools and normal schools. The present status of the kindergarten movement in Belgium, so far as its brighter side is concerned is, therefore, best studied in the work of her larger cities, such as Brussels, Antwerp, Liege, Ghent. To these we turn for the purpose indicated.

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[1] At the meeting of the thirty third congress of the Belgian Federation of Teachers, which took place September 1–5, 1890, at Ghent and which was attended by over 800 teachers, an inquiry into the condition of the national primary schools formed the chief subject of discussion. The complaints of the teachers were freely announced. It appeared that the Government had considerably reduced its subsidies for primary instruction and had thus rendered it impossible for the communes to meet the public demands. More than 800 communal schools and over 1,200 schools for adults had been suppressed. In the rural districts the kindergartens had disappeared. Zealous teachers had been discharged and replaced by the personnel of the so-called free-schools (consisting chiefly of members of religious orders or their partisans) who can offer no guaranty of fitness. Similar mismanagement has placed the normal instruction and even inspection into the same hands. Even now comes the news that the *École Normale des Humanités* of Liege, devoted to the education of professors for intermediate schools, has been suppressed, and that a similar fate is in store for the *École Normale des Sciences* at Ghent. The Congress of the Federation in the vain hope of finding relief for this sad condition of affairs has decided to petition the King.

BRUSSELS.

In 1877 Brussels assumed full charge of its six nursery schools (*écoles gardiennes*), and in 1878 M. Allard, the superintendent of public instruction, announced that after the lapse of a certain period the teachers should undergo an examination which would decide their fitness for the work. This examination was held under the presidency of his successor, M. Buls. He was struck with the lack of suitable preparation on the part of the teachers and with their scanty knowledge of Froebel. Consequently he called upon Madame J. Guillaume to give them a course of normal instruction which should prepare them for the final transformation of the *écoles gardiennes* (*salles d'asile*) into kindergartens (*jardins d'enfants*).

He prepared at the same time a most remarkable report to the communal council, and drew up regulations, which were adopted in October, 1879, and have remained in force to this day. Concerning this document, Madame Guillaume writes to me under date of April, 1890: "It is the opinion of competent persons that this is the loftiest and at the same time the clearest presentation of this subject. We still strive to realize this programme with the same persistence as during the earliest period."

A few extracts from the report of M. Buls will prove the correctness of Madame Guillaume's judgment. He writes:

"The kindergarten is the basis of the primary school. Without it public education is without foundation and vitiated from the start.

"When the primary school is not preceded by a kindergarten it is too often filled with wretched, stunted, coarse children, bred in hovels and already corrupted by street vagabondage.

"The kindergarten should supplement the material and intellectual insufficiencies of parents who are unable to watch over the earliest physical and moral development of their children. It should come to the aid of too numerous families, and this aid will be more efficacious to them than the meager allowances of the bureau of charities.

"If, however, it is to accomplish its purpose well it must be organized in accordance with Froebel's method—*i. e.*, it must be a place where the child's powers, his intellect, and moral sense are cultivated in a rational manner, based on the observation of the child's faculties.

"The kindergarten, then, is to fulfill a portion of the mother's duty. It is not a school in the ordinary sense of the word. It is not its business to teach, but to develop the child's intellect by an appeal to his creative powers, by furnishing him impressions which they could not receive in their ordinary surroundings.

"By means of a graded series of games, of exercises, occupations, and of moral and instructive stories, the children are led to see well, to hear well, to acquire correct ideas, to feel an interest in all that is around them; they are led to observe, to express themselves clearly, to use their inventive and creative powers; they learn to appreciate the necessity of order and cleanliness, they acquire a taste for work, and learn to love goodness—the triple basis of all æsthetic and moral education.

"The things to be followed in the kindergarten should not be chosen, therefore, because of their knowledge value, but rather because of the facilities they afford for leading the children to observe, to think, and to express their ideas.

"They should be aroused from the intellectual somnolence due to ignorance, avoiding with care, however, all stimulation by artificial means; it is not by tickling that a child should be brought to laugh. Joy, like curiosity, should result from the natural expansion of their being, content to live and attracted by the novelty of external things.

"The kindergartner will labor to combat the natural selfishness of the child by giving him opportunities to be good and amiable to his comrades.

"In order to furnish to the primary school well-prepared children the kindergartners should be penetrated with the spirit of Froebel's method, and should in no way indulge in a hybrid compromise between kindergarten and school."

He then continues to demand for the kindergartner careful normal preparation; advocates a moderate number of children as the share of each teacher; discusses the arrangement of the buildings and grounds, the furniture, etc. Concerning the government of these institutions, he says:

"The government of the kindergarten should be humane, but not effeminate. The children should learn to rely on themselves, to bear the consequences of their thoughtlessness and awkwardness, to clean what they have soiled, to help themselves; in all things, they should be led by a gentle but firm hand.

"The children of the advanced division should work as much as possible for those of the lower divisions, so that they may gain the feeling of that solidarity and fraternity which ought to unite all human beings.

"They will then feel the satisfaction—so dear to children—of knowing that they are useful; they will taste the pleasure of being busy and working for those weaker than themselves, a sentiment which is the foundation of the great law of charity and love, to which is attributed the superiority of modern society over ancient civilization."

He concludes this remarkable report with a tribute and an appeal to the ladies of Brussels, as follows:

"We would establish, in connection with each kindergarten, a school committee.

"For this purpose we would draw on the assistance of the ladies of Brussels. What better way to employ their kindness, their natural charity, than this watching over the education of the poor children. How frequently could they find opportunities to give useful advice to mothers and to mitigate concealed suffering! They ought to aid us in this great work of civilization; it is they who, above all else, could become the uniting link between the rich and the poor, the ignorant and the cultured.

"Fortunately our country is free from the hatred of classes which so cruelly divides the rich from the poor in other lands. Would that all the women whom fortune has favored might understand that on their charity and on their devotion to the interests of the people depends the maintenance of this favorable condition of affairs."

From the regulations appended to this report we gather the following facts: Children from 3 to 6 years old, and living in the commune, are admitted to the kindergartens gratuitously. The kindergartens are open from 8 o'clock a. m. to 4 o'clock p. m. Children may bring their dinners and remain during the noon hour under the supervision of assistant teachers and janitors. Children are received at any hour of the day. The pedagogic supervision is confided to an inspectress. The principal of the kindergarten is subordinated to the inspectress; she has charge of the general supervision of the kindergarten, and fulfills at the same time the special functions of kindergartner in one of the divisions of the school. In addition to the principal, the kindergarten employs other kindergartners, assistants, and women for general service. They are forbidden from absenting themselves without the permission of the Aldermanic College, to engage in any work not prescribed, or to sing songs and distribute images not approved by the college, to receive presents of any kind from the parents. Four times a day the kindergartners record the degree of temperature; at the close of each week they report the average to the principal, who transmits the report to the hygienic bureau. Children before presenting themselves at the kindergarten should be washed and their hair combed; they should be provided with a handkerchief; they should change their linen on Mondays and Thursdays. Every day before beginning the class work the kindergartners inspect the handkerchiefs, and see to it that the children's stockings are properly fastened, their shoes tied and blacked. They demand particularly careful bathing of the body, and insist that the boys' hair be cut close and the girls' hair well combed. Untidy children are washed by the women for general service. Fifteen minutes before the departure of the children, they are again inspected, so that they may be sent home perfectly clean and in good condition. In addition to the food brought by the children who remain at noon, they are furnished an abundant supply of substantial soup. They take their meals seated in good order and under supervision. It is formally forbidden to strike the children; they should always be reprimanded with gentleness. Only in cases of absolute necessity they may be requested to take a seat away from the others, but always in sight of the teacher, or denied participation in the exercises; yet these punishments shall not last longer than during one exercise. For each kindergarten a special school committee is appointed whose mission is to observe the work and to suggest improvements to the communal administration; to seek out children who do not frequent the kindergarten; to see to it that the care and discipline of the school be maintained in the kindergarten. Each of these committees consists of six members chosen by the communal council, and holding office for four years.

To the courtesy of Madame Guillaume, inspectress of the Brussels kindergartens, I owe an account of A Day in the Kindergarten, prepared by Mademoiselle Van Molle André, as well as the Walk of the Children and the story of Tony, written by other kindergartners. These accounts, taken from the actual work, will convey an excellent idea of the spirit and character of the work done at Brussels. They are appended to this report, together with a translation of the official program and time table (see appendices A, B, C, D).

The perusal of these appendices will convince the reader that these kindergartens have, indeed, much to commend them. There breathes in them a spirit of unassuming charity and sincere respect for childhood, a generously humane tendency which does great credit to the mind and heart qualities of all concerned in the work. On the other hand, the plan of the work in each section, as indicated both in the program and in Mademoiselle André's account, seems to take its points wholly from the means and subjects of instruction and takes little account of spontaneous interest and the immediate needs of self-activity in the child's development.

ANTWERP.

Concerning the kindergartens of Antwerp I owe much valuable information to Jan Van Rijswijck, who occupies the important position of director of public instruction in that favored city. In the letter accompanying the documents which he sent me he says:

"It is said that our institutions may be considered as the best attempt made in that direction in Belgium and, perhaps, in Europe. The result has been successful beyond our expectations. The pupils of our baby-schools (*kinder-tuinen*, or *jardins d'enfants*) on entering the primary school, at the age of 6 or 6½, are already used to the discipline of the school and prove the best pupils. Their understanding is quicker and clearer, since it has been developed by rational practice and graduated exercise."

Mr. Van Rijswijck transmitted to me at the same time an account of Three Days in a Kindergarten of Antwerp (which forms appendix E) and a monograph on the Kindergartens of Antwerp by Alexis Sluys, published in 1890. From this valuable monograph we learn that the kindergartens were introduced in Antwerp by M. Evariste Allewaert, for many years director of public instruction of the city of Antwerp. "M. Allewaert," says the monograph, "had learned to appreciate the fact that the work of the primary school was virtually without foundation so long as it could not rest on a well-directed early education. He resolved that in order to secure this early education he would substitute the action of the commune for that of parents unable to fulfill their duty. He was theoretically, at least, acquainted with the system invented by Froebel to stimulate in children the unfolding of all their faculties. In 1875, he undertook a journey to Germany and to Holland, in order to familiarize himself with the organization of kindergartens. In the following year he sent to Leiden to the Froebelian Normal School of M. Van Aerdenberg three communal teachers chosen from among the most intelligent; three others were sent later on. These teachers followed the course of the Froebelian school for three years and familiarized themselves completely with the theory and practice of the kindergarten work. In 1880 they were placed at the head of the first maternal schools opened at Antwerp by the communal administration. Since that time, a dozen additional institutions of this kind have been opened. They contain actually a population of 4,200 children, a personnel of 13 principal teachers, 85 teachers, 2 piano teachers, 45 assistants, 27 servants. The budget of this department comprises 10,040 francs for general expenses, 168,585 francs for salaries, besides 2,100 francs for the normal Froebel course."

M. Sluys ascribes the success and superiorty of the Antwerp kindergartens to the determination and care with which M. Allewaert insisted on the pedagogicpreparation of his teachers. The paragraphs which M. Sluys devotes to this question should be carefully read and considered by the teachers and parents of American children, and more particularly by those among them who control the schools of the land. Much of the noisy inefficiency, weak sentimentality, and quackery that characterizes some American kindergarten work might be avoided by heeding the example of wisdom afforded by the deliberate modes of procedure followed by M. Allewaert. "Many persons," writes M. Sluys, "imagine that it is possible to prepare a kindergartner with little expense and trouble; that it is sufficient to require of the candidate a little elementary information and the attendance during a few weeks on a limited course where the theory of the gifts and occupations is explained. This is a serious blunder. This practice of breakneck speed, followed in so many cases, has given us, with a few exceptions, only very mediocre results; and to this hasty preparation is due the failure of the Froebel system in a great number of kindergartens, which, in spite of external appearances, are in reality only 'garderies de moutards,' into which the spirit of the master has not penetrated and where the gifts and occupations have fallen into simple routine devices. The first education of children requires extensive information and many special personal qualities and aptitudes.

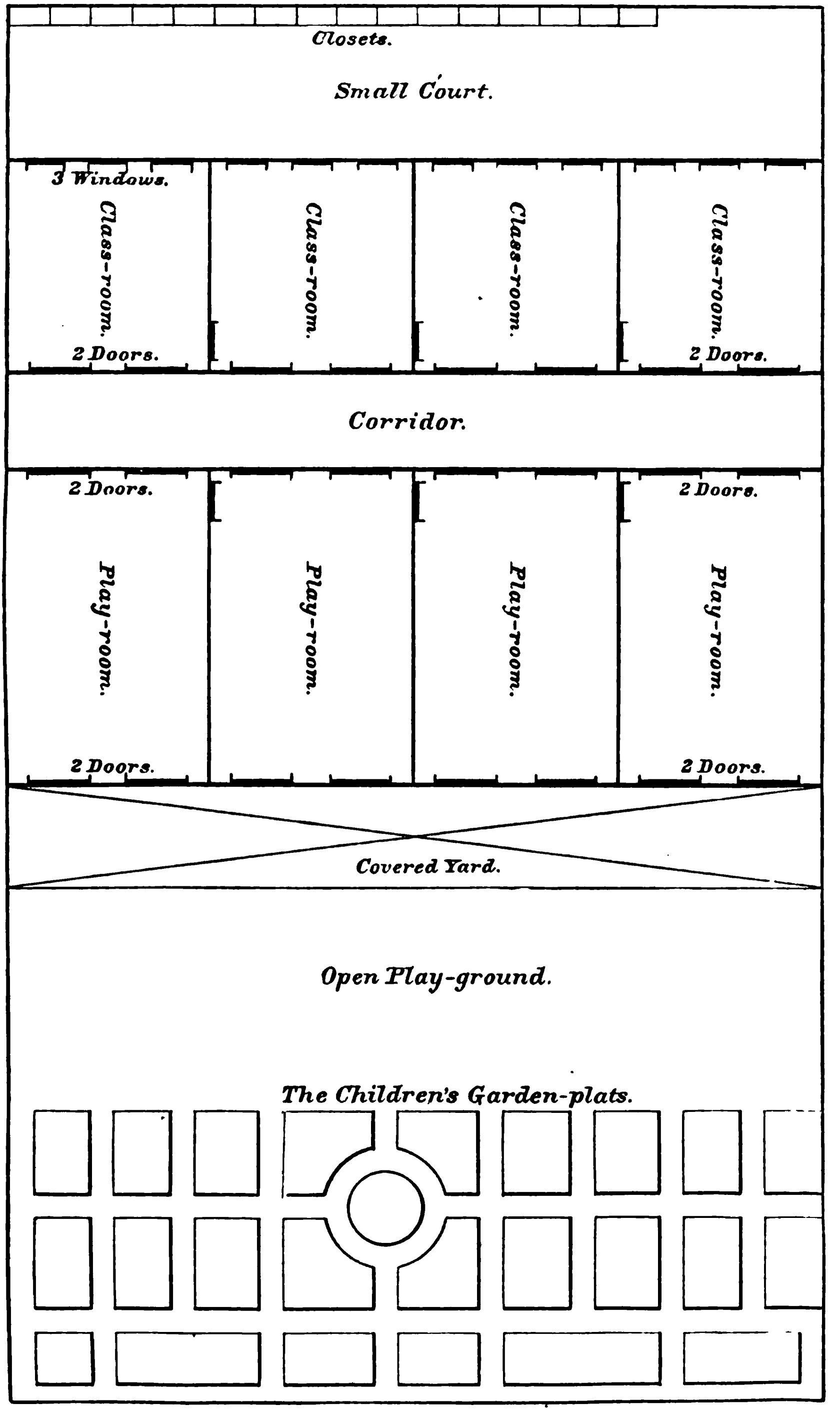
"The kindergartner should be at least as well informed as the elementary teacher; she should know and understand the physiology, hygiene, and psychology of childhood, and have thorough control of the theory and practice of the Froebelian exercises; she should, besides, know how to observe the character of the children and, what is still more difficult, she should know how to play with them; tact and good taste are other necessary conditions of success in her mission. Our ordinary normal schools (M. Sluys himself is director of the normal school of Brussels) are not in condition to develop in young girls that fund of knowledge and aptitude. The Froebel system, which in reality ought to be the foundation of the pedagogic culture of our teachers, barely forms in these schools the subject of a theoretical course comprising a very limited number of lessons. Besides, the girls who graduate from our normal schools generally have little taste for the work of Froebelian teachers and do not feel at home in the kindergarten. Indeed, because of the unpedagogic character of our normal schools, the primary schools, in spite of the reforms introduced in them, continue to bear the character rather of intermediate schools, where literary and scientific matters are taught, than of Froebel schools which concern themselves with the integral culture of the faculties by means of methods based on the very nature of the children.

"When those who direct public instruction shall have reached a scientific idea of the education of children, our normal and primary schools will undergo a thorough transformation; the latter will become institutions of integral education in which Froebelian methods will be used with all the developments they imply, and the normal schools will assume their true character of pedagogic and professional institutions devoted exclusively to the science and art of education.

"We said above that Mr. Allewaert had sent to Leyden six primary teachers who studied there for three years the Froebel system. To this first nucleus was intrusted the task of organizing the first kindergartens at Antwerp, and to prepare the personnel that might be needed later on.

"This preparation is accomplished as follows: The most intelligent, the best gifted young girls that have obtained a certificate of capacity in the communal schools of Antwerp, are admitted to the normal Froebel course, which is given by special teachers, from 6 to 8 o'clock in the evening, four times a week. Among these pupils, 15 to 16 years of age, a committee chooses the assistants, who, for at least two years, practice in the kindergartens under the direction of trained kindergartners. Thus these young girls become initiated in the theory and practice of the profession. * * * A final examination, both theoretical and practical, confers on those who have furnished proofs of real capacity the diploma of Froebelian teacher."

The buildings are well constructed for the purposes in view. The accompanying ground plan of an Antwerp kindergarten has been kindly transmitted to me by Mr. Van Rijswijck. Its description, however, I cull again from the monograph of Mr. Sluys.


Closets.
Small Court.
3 Windows.
Class-room.
Class-room.
Class-room.
Class-room.
2 Doors.
2 Doors.
Corridor.
2 Doors.
2 Doors.
Play-room.
Play-room.
Play-room.
Play-room.
2 Doors.
2 Doors.
Covered Yard.
Open Play-ground.
The Children's Garden-plats.

"A central corridor divides the building into two parts. Four class rooms face four play rooms. These arrangements permit the admission of a double population, for all these rooms are constantly occupied. During every hour of the day there are always four groups in the class rooms, busy with the gifts and occupations, and four groups in the play rooms, singing, dancing, or going through with gymnastic exercises.

"The class rooms (in our ground plan, the play rooms) open on a covered court connected with an open play ground which is bounded by garden subdivided into plats. Here, when the weather permits, the children play freely, breathing pure air and playing gardener, for each school (or group) is provided with a sufficient number of watering pots, spades, rakes, adapted to the size of the young horticulturists. * * *

"The children remain at school the entire day, from 8:30 to 4 o'clock. At noon they are served a substantial meal, consisting of soup, vegetables, and meat or milk. Until 1884 this meal was served gratuitously to the poor children; but the reactionary ministry suppressed this state aid to the kindergartens, hoping thereby to suppress them,[1] and the communal administration of Antwerp has been compelled to require of the parents a small fee for the noon meal. The expenses for this purpose amount annually to 62,311 francs, which is .0626 francs per meal, or 15.65 francs per year for each child.

"The class furniture consists of small tables, to which two small benches with backs are adapted on the same side. All the children, therefore, front the blackboard, on which the teacher demonstrates her lessons. This arrangement has some advantages, but also serious drawbacks. It tends to transform the kindergarten into a school. Now, the kindergarten should be rather an overgrown family than a school in miniature. We prefer large tables around which the children can be seated comfortably; * * * the children should be at liberty to talk with each other during all the exercises, to communicate to each other their impressions, desires, plans. This is the very essence of the Froebel system. The Antwerp furniture excludes this familiarity. The child is too much isolated in his place; he has no companion during his exercises. * * * The teacher, too, is too much tempted to give collective instruction, not leaving enough initiative to her little world of active and spontaneous beings."

Concerning the exercises, the reader will find much in Appendix E, Three Days in an Antwerp Kindergarten, and in the official programme printed below. Mr. Sluys speaks in enthusiastic commendation of their drawing. In this the artificial Froebel drawing tends to disappear and to make room for drawing from nature. He mentions, too, with praise, an exercise he witnessed in a kindergarten. The teacher told a story which appealed strongly to the children's sympathies. Immediately afterwards, in the playroom, the scenes of this story furnish the subjects for the game, which is accompanied by a song whose stanzas recall the incidents of the story.

In their songs the children are accompanied by the piano, which all the teachers must know how to play. On the whole, the teachers have enough to do. They keep a daily journal in which they record all the exercises made; they are expected to make careful preparation for every exercise of the following day. They enter the school at 8 o'clock a. m., and do not leave it until sometime past 4 o'clock in the afternoon. They serve the noon meal of the children. For this the regular teachers are paid 1,000 to 1,600 francs. The directresses or principals are paid 1,600 to 2,500 francs and lodging, or an indemnity of an additional 1,000 francs to pay for a lodging; and the assistants receive annually 350 to 600 francs.

Such is, in its principal features, the organization of the kindergartens of Antwerp. In 1887 the communal kindergartens of this city were attended by over 4,000 children, taught by 95 teachers of all grades. In 1889 the city expended for her kindergartens 279,727 francs.

LIEGE.

An interesting letter addressed to me by Mr. Reuleaux, director of public instruction at Liege, not only gives an account of the character of the work done in that city, but indicates the high plane from which the Belgian teachers view educational work.

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[1] It is claimed that by the reactionary revolution of 1884, which gave supremacy to the clerical party, there has been constant retrogression in educational work. This retrogression is felt more particularly in the *écoles enfantines*, or kindergartens, and in the schools for adults. In proof of this the following facts are cited: "The expenses for *écoles gardiennes* (kindergartens) and adult schools, which in 1882, 1883, and 1884 reached the average of 3,816,911.55 francs, fell in 1877 to 2,890,431.36 francs. This, in spite of the fact that the communes pay more under the present administration. The annual average of the communes rises from 1,511,410.24 francs to 1,602,093.86 francs. The share of the provinces is reduced from 248,839.24 francs to 132,294.05 francs. However, the greatest economy falls to the share of the state. The average which, under the preceding ministry had reached 1,581,041.67 francs, was reduced during the following three years (1885-'87) to only 804,491.77 francs. This economy is due to the suppression of more than 1,600 kindergartens and adult schools.

"Our city," he writes, "is endowed with 17 kindergartens, established in buildings constructed and arranged with reference to their special purpose, where light and air are supplied in abundance, and provided with covered and open playgrounds, where children have an opportunity to play in every season.

"The kindergartens are attended by more than 4,000 children. The educational methods of Froebel are used in them.

"Inasmuch as the object of these schools is to develop the child physically, intellectually, and morally, the teachers should be in possession of at least solid, if not extended, general information, of a knowledge of pedagogics, of special and general methodology, psychology, and hygiene.

"A Froebel normal course, established in 1862 by the city of Liege, secures capable instructors. In the application of the means proposed by Froebel for the development of the faculties of the child, the teachers aim to leave it as free as possible; they avoid formal lessons, engage in motherly story-telling, in which the child has a large share, and from which are excluded all set or memorized answers.

"In the occupations they distinguish three phases of work: (1) The instruction by which the child learns intuitively how to make a weaving pattern, a folding form, a building form, etc.; (2) the practice, in which the child carries out given directions; (3) the free work, which permits the child to give vent to his inventive and creative powers.

"The kindergarten is a large family or a small society; the teacher leads the child gently to the practice of family and social virtues. Here order and discipline are obtained, not imposed; they rest on the respect and affection with which the teacher inspires the child; on the variety which she brings into the games and occupations; on the tact with which she makes them pleasant to him and insures his success in their use. The pupil never acts under compulsion; if he refuses to play or to work, the school does not insist; he is not lectured, and very soon he returns of his own desire to take his place among his companions. The children are happy in these institutions. Indeed, those who are kept away for a time from any cause whatever impatiently ask to be brought back to them.

"The primary school teachers notice a remarkable difference in the development of pupils that come to them from kindergartens, as compared with those that come directly from the home. In another direction we notice the happy effect of these institutions on the physical development of the children, who usually enjoy in them robust health. This result is due to the good hygienic conditions of the buildings, to the judicious care bestowed on the pupils, to their games and other gymnastic exercises, to the joyousness and cheerfulness of the place, to the wholesome and varied food served to the children every day at noon. Those among them whose health seems to demand this are given, besides, doses of cod-liver oil.

"These results influence the whole life of the child, and this influence will be more deeply felt in the measure in which the primary school will follow Froebelian principles in its work.

"These principles may be summed in a few words: Direct observation (intuition, *anschauung*), and consequent development of the spirit of observation, of perception, and the acquisition of personal ideas; application of the acquired knowledge to manual occupations, development of manual skill, of keenness in estimating measurements, of the intuitive impulse, and of the creative powers; games which establish a happy equilibrium between the intellectual and the physical education.

"No one to-day doubts the necessity of basing all primary instruction on intuition, and very few consider the manual occupations incompatible with the programme of these schools. Manual work is recognized as an educational factor, and is derived directly from the Froebelian occupations; the child whose sight and touch have been trained will pass without trouble to more solid work, based on geometrical applications, such as card board work, woodwork, etc.

"The manual work of the household has an equally obvious relation to the Froebelian occupations; indeed, the games furnish the occasion for affording practice to the little girls in household work, *e. g.*, the games of the housekeepers, of the cooks. Pricking and embroidering prepare for sewing; weaving, for mending and darning; cutting out, for the handling of scissors; drawing, the coloring of engravings, the decoration of the class room, and the selection of the colors of chains and festoons, develop the æsthetic sense.

"Reading, writing, and knitting are reserved for the primary school, inasmuch as these things fatigue the children, without benefit to their development.

"Froebel is the precursor of the introduction of manual work into the primary schools. He has the glory of having opened new outlooks to educators, of having taught them the fact that the only salutary education is that which prepares the child for life; that which does not separate study and work, but merges the one into the other."

The arrangements and order of work in the kindergartens of Liege are still virtually the same as reported for the Paris Exposition of 1878 by Mme. Op Den Berg, general directress of the kindergartens of the city. They seem to differ little in the essentials from those of Antwerp and Brussels, so satisfactorily described in the appendixes to this report. We notice here, too, certain indications of schoolish formalism which, however, under the circumstances, may be excusable. There is much of the military subordination in the distribution of teachers. Each establishment has a first kindergartner, who receives her orders from the general directress and controls the work of the second and a number of third kindergartners. The children, seated on benches before kindergarten tables, face in the same direction, an arrangement which can not fail to place the children in more or less schoolish subordination over against the artificially superior teacher.

This tendency is intensified by the fact that the teacher is seated on an elevated platform, from which she can overlook and control the entire class, and, perhaps, still more by the practice of having each child on entering the class room formally salute the teacher, take from a basket strips or sheets of paper, and engage quietly in individual work at his place. This practice evidently has no other object than that of keeping the child quietly busy; for when the class is called to order he shows his work and deposits it in a common basket, past which all the children file into the courtyard; and subsequently these papers are unfolded by some one of the personnel and, if still fit, used again the next day. It certainly must be a severe trial to a child to see daily that those whose judgment he esteems most highly attach no value to his work and undo it for the sake of the material which in itself has no value to him.

All these criticisms, however, fall into insignificance before the many excellent qualties of the work, and above all before the spirit of genuine benevolence that seems to rule every phase of the work, and the never-failing regard for the child's humanity in every detail. Mme. Op Den Berg herself sums up the beneficial results of the kindergarten in the following concise fashion:

"The parents of the children of the working class may be divided into two categories: Those who gain their livelihood at home and those who are compelled to seek it away from home.

"For both of these the kindergarten is a great benefit; a permanent, inestimable blessing; it secures the moral, intellectual, and often even the physical life of their children.

"Play, motion, are natural to the young human being; he is equally in need of companions of his age, who think as he does, who respond to his prattle. Now, the child of the working class would too often be condemned to remain at rest in a narrow room, deprived of air, serving as bedroom, kitchen, and workshop. Should he move about father and mother would scold, and the little thing would sicken, would suffer physically and morally. * * *

"Under more fortunate conditions, even where the parents enjoy a certain comfort, there are few mothers who are fit to conduct the first education of their children and to do this in the full sense of the word.

"Still sadder would be the picture where father and mother leave the house in the morning. Here the child would be turned over to the care of a mercenary neighbor. It would run the streets, exposed to all kinds of physical and moral dangers.

"Such is not the fate of the children in the localities where kindergartens are established; here they are housed during the entire day; they are surrounded by thoughtful, maternal solicitude, led to the love of work, to taste for study; developed physically, morally, and intellectually. They are happy; their countenances declare it. They carry to their homes a reflection of this happiness; they tell their parents what they did, what they learned, and these are touched and lifted by their recitals."

Thus she sums up the direct results as "harmonious development of all the faculties of the human being, security of the parents during their long hours of work, the happiness of the children."

Concerning the indirect results, she says: "We should not lose sight of the fact that the child of to-day will be the man of to-morrow; consequently, to work at his education is to work on the amelioration of humanity. We should have to despair of ever succeeding in such amelioration if great results could not be expected from an intelligent application of Froebel's method. In fact, it appeals to the child's individuality; it develops his special aptitudes; it stimulates the will and forms the judgment which is to guide it; it awakens the spirit of observation, of research; it develops a taste for work and arouses the inventive tendency; it teaches that happiness comes from duty well done; it trains at the same time touch, sight, hearing, and speech. Without doubt children thus educated must be well prepared for more extended instruction; must work intelligently in whatever career they may subsequently choose, must struggle vigorously against ill fortune, for resignation is not always a virtue.

"Surely this is a powerful remedy against pauperism, that wound of society. A feeling of human dignity has been cultivated in the kindergarten; the child has learned that 'poverty is a vice,' if it is not combated by continuous work; if the products of its efforts are not used in an orderly and economical manner. While very young, he has enjoyed comforts and advantgages procured by a government solicitous for the welfare of the people; he knows, for this thought has been implanted in his heart, that later on he must, by his own strength, conquer for himself this sum of comforts and advantages. He knows it, and he will do it."

It is very evident from this summary of beneficial results that the public kindergarten in Belgium is still to a large extent an engine of public benevolence. Probably it shares in this respect the condition of the public school as a whole in many of the older European civilizations. On the other hand, it is equally obvious throughout that the educational leaders of this little kingdom are aware, in a higher degree than the rest of Europe, of the true relations between the kindergarten and the primary school, as well as between Froebel's educational principles and the development of humanity in man.

I can not take leave of this generous city without noticing a very remarkable book which had much influence on the direction of the Belgian kindergarten development. This work is the History of a Kindergarten (Histoire d'un Jardin d'Enfant) by Mlle. Octavie Masson.

In 1861, the city of Liege entrusted the task of organizing her *écoles gardiennes* to Mlle. Octavie Masson, a large-hearted lady of rare energy and intense devotion to her cause. She had made a special study of Froebel's Method and succeeded in transforming the *écoles gardiennes* into kindergartens, establishing at the same time a normal course for the preparation of competent teachers. In 1863 Mlle. Masson was appointed general directress of the kindergartens of the city, a position which she filled until her death in 1875. The success of her work attracted general attention. The effects of the kindergarten training on the children of the poor were so obviously uplifting, that ladies of the wealthy classes who visited these institutions determined to secure for their children similar benefits, and opened in 1869 the Froebel Institute, a kindergarten for the children of well-to-do people who were able to pay for each child an annual fee of 60 to 80 francs. This institute, too, was placed under the direction of Mlle. Masson.

In 1872 she published her History of a Kindergarten, in which she gives a somewhat detailed account of the growth of the work in her ideal kindergarten. Inasmuch as this book gave direction to the kindergartens not of Liege alone, but of Belgium as a whole, it deserves more than passing notice. The book is divided into twenty chapters whose headings, with two exceptions, are the names of the successive gifts and occupations, and deal almost exclusively with the information that may be conveyed with the help of these, describing at the same time suitable devices for conveying this information effectively. Only occasionally the child is permitted self-actively to take the initiative in an exercise, and the opportunities for using gifts and occupations in the expression of his own ideas are extremely rare.

Evidently we have to do in Mlle. Masson's kindergarten with a most charming school, a school taught by a woman of rare resources, of remarkable vivacity, possessing a large fund of love of childhood, a wonderful magnetism in manner and speech, but nevertheless a school whose chief business is the acquisition of information and the proper formulation in speech of the information acquired.

A few passages taken from the book will render this clear. In the very introduction we read: "The teacher asks, the pupil tries to answer; but in his answer he carefully reproduces completely the very phrase contained in the question. For instance, if, after naming and introducing the cube, the teacher exhibits it to his audience and asks: 'What is the object I hold in my hand?' the pupil is invariably expected to answer: 'Madam, the object you hold in your hand is a cube.'" This petrified hyper-Pestalozzianism is much insisted upon throughout the book. When the teacher brings to the children, concealed under her apron, a box containing the balls of the first gift, much time and interest are spent in an effort to secure the full answer: "Madam, you have a box under your apron."

In other cases where this is not feasible the teacher falls into lecturing or, worse still, the children merely repeat sentences spoken by the teacher.

Thus, on the occasion of a "lesson" on the soap-bubble, the children, after laboriously finding out that the stem of the pipe was "long, round, and straight," that the pipe itself was "hard, stiff, and brittle," were at last permitted to look at a soap-bubble made by the teacher, who immediately set to work to explain away the charm and mystery of the spectacle in the following fashion:

"— My dear children, the colors of the bubble are the decomposed colors of light. Light is white, it is true, but very learned men have noticed that a ray of light on passing through a prism shows distinctly the colors which you found on the big worsted ball. A prism is a triangular piece of clear glass. Here is one!" and the teacher showed them a glass prism, which was eagerly examined by the children. She resumed her conversation. She taught them that the soap-bubble was hollow, very thin, that the water constantly flows down along the sides of the bubble, and that therefore these constantly diminish in thickness; that it acts like a prism, and that for this reason it shows successively all the colors of the light.

"Observe it well (she says to the children), when it is about to burst; it is almost black. At that moment there is, so to speak, no more light."

To this "lecture," I add an example of mere Pestalozzian word-teaching from a lesson on the third gift. Some child had made the remark to his neighbor that the children were in the class room like the cubes in their box. The little neighbor objected, because if it were so they would not have enough air to breathe. Then the teacher comes in.

"There is a space above us and around about us which seems empty; but in reality, dear children, this space is filled with air. This is true; it is also true that the air is indispensable to life. Every day, even in winter, we have to open the windows to let fresh air come into the room."

"When the little cubes are put into the box," said one of the little hearers, "the air disappears."

"Yes," said another, "but as soon as they are taken out, the air goes back in the same quantity."

"My dear little Adrian," I said then, "when we speak only of the space which a thing occupies without referring to its mass, its weight, the exact word is then 'volume.'

"Repeat carefully with me: When we take the cubes out of the box, the same volume of air goes into the box.

"The hollow space of a thing meant to hold another thing is called its capacity."

Thus the lesson continues giving definitions of the terms "solid," "liquid," and "gaseous," and then concludes:

"The solids and the gases are contrasts; the liquids are the intermediates. I have already explained to you what a contrast is; I told you that the sphere and cube are contrasts, and that united in an intermediate they yield the cylinder."

The same spirit prevades the entire book. Throughout the chief concern is to have the child understand the things he handles, rather than to enable him to use them for purposes of his own. The spirit is Pestalozzian rather than Froebelian. Nevertheless the book is a charming contribution to educational literature, and bears on every page testimony to the unselfish devotion and motherly sympathy that characterized the writer's intercourse with the children.

A similar spirit seems to prevade, to some extent, the work at Antwerp and Brussels, as will appear from the descriptions in Appendices A and E. The work is based largely on the gifts, and consists largely in giving lessons, as on the blue color of the ball, on the half of the cube, etc. Nevertheless there is here increasing freedom and a wider scope for self-activity, and much evidence of a deeper apprehension of Froebel's meaning. Every evidence, indeed, goes to show that genuine child-love presides over the work, and this can not fail to lead the devoted workers ultimately to the goal they seek.

APPENDIX A.

A DAY IN A BRUSSELS KINDERGARTEN.

By Mlle. H. VAN MOLLE ANDRÉ.

From 8 to 9 o'clock.—It is 8 o'clock. The kindergarten has opened its doors to the little ones, who assemble gradually. The kindergarten, too, does not present the smiling aspect of later hours, but, as the hour advances, the animation grows, and soon the children come in great numbers, as if they were assembling for a pleasure excursion. At half-past 8 o'clock the teachers are all at their posts, and the pupils, in groups of 10 or 12, assemble in the passageways, where they discuss the games they expect to play, for they know that hoops, wheelbarrows, balls, and ropes will be at their disposal. The older ones give themselves up heartily to their plays, while from prudence or egoism they seat their younger friends on the benches that surround the garden. These seem contented with their lot, for as they rest from the long walk, they follow attentively all the intricacies of the games.

From 9 to 9:30.—At last the regular time for beginning the work has come. Brothers and sisters, relatives, friends, and neighbors must separate. Then occur those endearing and charming scenes which never cease to touch those who witness them daily. The pupils of the higher and middle divisions step into line and, after inspection by the teacher, who assures herself that all the recommendations with reference to cleanliness have been punctually followed, enter the class rooms, where the work with folding awaits the former, and that of tablets the latter.

In the upper division the square papers are counted and placed at the corner of each of the three tables around which 36 boys and girls are seated. In the middle division a dozen boxes, each containing 8 square tablets (red on one side and blue on the other), are placed in columns at the edge of the table. The pupil at the corner passes them to his smaller companions, who thank him with a pleasant gesture. The boxes are opened eagerly; the slight stir occasioned by the noise of slipping the covers under the boxes makes the little ones laugh heartily. The teacher asks the children to form a square of a uniform color with four little squares. This square is turned with an angle in front, and the other tablets are added, two at a time, in such a way as to preserve always the symmetry that belongs to the occupation.

The outer tablets, differing in color from the inner ones, are placed successively in different positions around the central square. The series of designs obtained is reproduced on the blackboard, and when the first form has been reached again the work becomes free. Each one tries his best,and after ten minutes of imaginative effort, the hour for recreation has come.

Let us pass to the children of the higher division. They have folded their square to the double fundamental form, from which a great number of life-forms are derived. They are already familiar with quite a number of these; for on the shelves of the class room entire series are displayed, but to-day they are to learn a new form. The teacher shows it to them made from a much larger paper. It is the gondola. The interest of the children increases; all try their skill. At last the most skillful one has obtained the new form. The frail vessel floats gracefully on the water contained in a trough placed on the teacher's table for this purpose. Other gondolas follow, and soon half the class have succeeded. The last pupils seem discouraged; but even at this age they already have the habit of kindergarten life, and the more successful ones aid their little companions with much alacrity.

All are busy at their work, nothing seems to distract them, not even the laughter and songs of the little ones in the next room; for when the older ones, as if to give the example to the younger ones, went to their work, the younger ones were playing a game under the direction of their teacher. The children were arranged in a circle in which a little girl imitated the leap of a small rabbit following the rhythm of the song which accompanied the game.

From 9:30 to 10 o'clock—Our little workers quit their places in order to yield them to the little children of the lower sections, and very soon we see in the two class rooms 36 children, 3 to 4 years old, installed at their work tables. A box containing 8 small cubes is given each one of them. They open it together, in an orderly manner, in such a way as to bring out the entire cube. They seem familiar with it, for they decompose it perfectly, and after constructing a form dictated by the teacher, each child makes another at pleasure. Here it is a bridge, under which the neighbor glides with his train of cars made with his cubes; here, we see a number of the usual forms—the mother's chair, the kitchen table, the doll's bed, the bench for the tired travelers. Each form gives rise to some conversation between the children and the teacher who inspects them all.

While these little children are busy with the material of the third gift, those of the advanced class, with a charming swagger, defile in military fashion, for it is the hour for gymnastics. They arrange themselves in rows and carry out with all the exactness of which such children are capable the various gymnastic movements required of them. In another class room the teacher has selected exercises to train the hearing and touch of her children by engaging them in the play of the blind man.

From 10 to 10:30.—At 10 o'clock the little children leave the benches, which are immediately occupied by the pupils of the higher and intermediate divisions. To the latter slates and slate pencils are distributed. While waiting for the teacher's instructions, one little fellow tries to draw the tumbler which he sees on the table, another designs some simple pattern on the network of his slate. But a little girl brings in a number of ivy leaves from the garden; each one of the pupils is given one of these, holds it with the left hand on the slate in order to obtain the outline of it by passing the pencil around it. Some of them have succeeded perfectly and add the veins in order to complete the drawing. At the same time there is perfect silence, all the little faces are attentively turned toward the teacher, who talks to her pupils about the walk they took the day before. They had followed a portion of the boulevards on the outskirts of the city and had noticed the trees. An engraving on the wall representing a magnificent tree suggests to a little girl the very correct remark that the trees on the boulevard did not present the same aspect as the tree on the engraving. The teacher then talks to them about buds and the leaves that come from them. She transforms a leafless tree she had drawn on the blackboard into a tree whose branches are covered with leaves.

While our little friends have thus been occupied with drawing in one room, and in another wholly absorbed in the conversation, the children of the lower sections, arranged in two large concentric circles, have played and sung the "Imitation" game.

From 10:30 to 11.—A short and rapid march brings the little ones back to the class room, where each one is given a weaving mat of stiff American linen (?) and a number of Bristol board strips. All follow the first weaving dictation (one up, one down); the more advanced bring with the design a variation due to the difference in the width of the strips; they follow in their work a similar formula (one wide, one narrow). Their little chubby hands already manage the material skillfully, and they arrange little races among themselves as to who should first finish filling the weaving-net.

In the adjoining playrooms the pupils of the intermediate class have their gymnastic exercises, in another the teacher of the higher division has them play the "tree" game, which appropriately follows the talk that had just elicited so much interest from them.

From 11 to 11:30.—For the last time the older pupils take the places occupied by the little ones. For the intermediate division each one has been given a box of beads of different colors. In order to train them to patience and at the same time familiarize them with the colors, the teacher has them select red and blue beads. During this time wires for stringing the beads are distributed, and the children following carefully the teacher's dictation produce a pretty lace pattern. They work very earnestly at this; for, anticipating the punishment, they avoid the overturning of their boxes.

The pupils of the higher division are engaged in interlacing slats. Each child has received 8, with which he has formed the octagonal star. This the teacher draws on the blackboard in order to accustom the children to draw from nature. Then the interlaced star is modified, each child following his own suggestions, and at least three-fourths of the pupils produce good designs.

The time for closing has come. The material used in the last lessons is put up in the closets by the most skillful little girls. The little ones who, during the last period, were engaged in free play are all dressed and waiting in the playroom, where the older ones come to find them and to take them home.

From 11:30 to 12.—At the door of the school the impatient mothers await the departure of the children, who do not leave their teachers without some affectionate sign of gratitude. About a score of little ones have remained in the vestibule. They are those whom fortune has not favored. They can not, like the others, return home at noon, for both father and mother, in order to supply the necessities of the household, are out at work for the entire day. A neighbor, a brother, an older sister, have given them their breakfast, too often only a piece of bread. They return to one of the class rooms which the woman of general service has transformed into a dining room. The tables are covered with long, smooth tablecloths, and set with plates and spoons. The little guests take their seats; a delicious soup is served by two of the teachers who will share their meal with them. Towards noon the greater half of these pupils leave the school; the others continue at their luncheon under the supervision of one of the teachers who, subsequently, permits them to play freely.

At 1 o'clock the doors are reopened. The teachers and pupils return, the latter awaiting their schoolmates in the garden.

From 1:30 to 2 o'clock.—At half-past one the older pupils enter their class room and the younger ones the playroom. In the intermediate division second-gift boxes have been distributed, and, after some exercises that show the relation of the elements of the gift, the teacher passes to the play part of the lesson. A column is constructed with the cube, cylinder, and ball in the middle of the table. A pupil tries to overthrow the structure with his ball. He fails repeatedly, but another who has a more practiced eye succeeds at the first trial. Repeated applause is heard, for all are interested in the game which is continued until the hour for leaving the class room.

The higher divisions in the meanwhile are busy with cardboard work. Each child has a small envelope containing its work. One draws on the square-ruled cardboard the development of the cube he is going to cut out. Another constructs a cube whose six faces are embroidered with a design of his own. A third finishes an oblong box which he wishes to present to his mother on her birthday. These good intentions wonderfully stimulate the pupils; they take up their work each time with renewed zeal until the little ones claim their seats in the class room. The little ones themselves come from the playroom, where they have played the game of the "little fishes."

From 2 to 2:30.—The younger children are seated around the tables on which they let the balls of the first gift dance. The movement, slow at first, becomes more and more accelerated, and soon explosions of laughter are heard. The teacher then passes to the formation of the first numbers, which is accomplished by combining the colors.

On the playground the cries of joy show that it is recess for the middle division. One can not hear his own voice; each one wants to rule. At last one of the little despots carries his point: "Let us play horse." The partisans of his view engage in the game merrily, while the others in various groups amuse themselves at pleasure. Some little girls play mamma; some boys imitate soldiers; and here is a group playing school, conducted by a very severe little teacher.

The pupils of the higher class are also occupied in playing, but they are engaged in the game suggested by their teacher in her class journal, and get out of it as much amusement as the intermediate section do from theirs. It is the game of "cat and mouse."

From 2:30 to 3 o'clock.—At half past 2 o'clock recreation ceases and work begins afresh. As if she wished to furnish a contrast to the noisy games of the intermediate division, the teacher gives them an occupation that rivets their whole attention; *i. e.*, perforation. Each one has his piece of felt, his perforating card, and pricking needle.

The higher division are busy with sticks. Each one with 13 sticks has made a little element for a design, and these carried out on the four sides produce elegant designs, developing æsthetic designs. These symmetrical forms are modified by a variety of changes made by the pupils.

At the same time the little ones in the playroom imitate the trotting and galloping of horses, singing the appropriate song.

From 3 to 3:30.—For the last time, at 3 o'clock, these little ones return to the class room in order to interlace paper bands. Each one has two bands of different colors with which he makes the "cat-steps." During all this time they talk together; and one even accompanies the song which the pupils of the intermediate class are singing in the adjoining playroom, where they are playing the game of "the child who seeks a place in the circle."

The oldest division have their free recess. One group are engaged in hunting for a ball which the teacher has concealed on the playground. The others are playing "prisoner."

From 3:30 to 4 o'clock.—After recess the pupils by twos march into the class room. In the intermediate division, at each table, a child distributes among the children a certain quantity of moist sand. At the same time they are given a tin mold which they fill with the sand in order to recast its shape. These children, opposite one another, exchange molds, and, ultimately, the two arrange their forms in a square or in a circle.

In the higher division the pupils are engaged in ring-laying. They have made a design composed of five rings, one large one and four small ones in this one. The large one is surrounded by four large half rings and eight medium-sized half rings. By suitable modifications three new designs are made, and then they work freely.

The little children of the lowest division have been dressed in the meantime and the time for closing has come. The boxes with rings are put back in the case and the pupils leave the class rooms to get ready for their departure.

At 4 o'clock the doors of the kindergarten are opened for the dismissal of the 150 little ones who passed the day so pleasantly within its walls.

APPENDIX B.

EXCURSION OF A BRUSSELS KINDERGARTEN TO THE BOIS DE LA CAMBRE.

For three days great excitement has animated the kindergarten. The pupils are full of joy; their countenances beam. The teacher has promised them, as a reward of their obedience, to take them on an excursion. For three days they have besieged the teacher with questions to which she opposes a silence that only increases their curiosity.

At last the eve of the great day is at hand. While they are working in silence, the teacher attracts their attention to her own work. She is preparing paper squares which, contrary to usage, will not be used in a folding lesson, but for notices to be taken by the children to their mothers. Pressed with questions she reads the contents of the note to the children, and they learn to their intense joy that an excursion to the woods is fixed for the following day.

On leaving school each child carries off its note and promises to rise early in order to be among the first. On the next day they are punctual, dressed in their best attire, and provided with their dinners. While waiting for their departure, they are continually examining the little baskets and studying their contents. At a quarter of 9 they are assembled and arrange themselves in file by threes and direct their steps toward the gate of Schaerbeek where they are to take the tramway for the woods. What pleasure to mount the trams, especially for those among them who have never been upon them; they take their places but no one wants to keep his seat, all want to see the things along the line.

Soon they notice the column of the Congress, the lions that surround it, and they want to know the name of the person on the column. Some notice the statue of Gen. Belliard, then that of Godfrey of Bouillon, whom they call a great cavalier. Subsequently their way leads them along the boulevard and the avenue of the woods. To their great surprise the conveyance stops; they have to get out and are at the same time sorry and pleased.

It is 10 o'clock; they have reached the woods; what shall they do? The teacher is getting ready to direct their attention to the characteristic things. The great number of trees strikes them at once; then the great size of the trees. They recognize those which adorn the playground of the kindergarten, and those which they have seen in the park. They name the chestnut tree, the plane tree, the acacia, etc.; and for a time their conversations deal only with the trees and their fruits so far as their knowledge extends. To this the teacher adds new information; she directs their attention to the beech tree which yields the beechnut of which they are so fond, the filbert tree which gives the filberts, and the poplar, remarkable for its height, etc.; she induces the little society to gather some leaves from these trees in order to put them in their herbarium.

Subsequently they repair to the lawns dotted with flowers. They wish to gather some of these, and among the gathered flowers several are new to them. They hasten to show them to their teacher and to ask for their names. At her advice, they put them with the leaves that are to be carried home.

The permission to play freely is granted them. What game will they choose? "Let us play wolf," says Arthur, "for we are in the woods." "No, no," says Marie, "we might call him, and I am very much afraid." At these words all begin to laugh, for they know very well that the teacher would not take them to a dangerous place. They begin their game. A second and a third game follow; then the teacher calls them to dinner. All are content, for they are very hungry. They go to the nearest dairy, hasten to open their baskets, and eat with an enviable appetite. After the repast, which lasts only a few minutes, they take a walk to aid digestion. Then the teacher plays a number of games with them; shows them the fish which they like to imitate, entertains them in the ravine, then again grants them free play, when they seize the ropes, the balls, the hoops brought from the school, and amuse themselves royally.

At last the hour for returning has come. The hats are gathered up and the different objects laid on the grass are picked up; the children, arranged in the same order in which they arrived in the morning, march to the entrance of the forest. Here they enter again the trams which are to take them home. They are no longer as inquisitive as they were in the morning; fatigue has overcome them; all are seated, and a number have gone to sleep. From the terminus of the tram they march to the kindergarten, where anxious parents await their return.

The next morning they have a thousand things to say to their schoolmates, and the teacher avails herself of their eagerness to extend their knowledge, making comparisons, rendering them more familiar with the great persons they met, and directing their attention to the provisions for the herbarium. Thus she gathers all possible good results from this excellent excursion.

APPENDIX C.

A STORY TOLD IN A BRUSSELS KINDERGARTEN.

Tony.

On the banks of the Senne, a short distance beyond Lacken, there lived a family of peasants whose work consisted chiefly in raising vegetables for the market of Brussels. The husband was named Peter and his wife, Mary. They had three children, Paul, John, and little Louise. (Here I trace on the blackboard the house and add successively the things of which I speak.) Their house was on the banks of the river. In front there was a tolerably large lawn. The vegetable garden was behind the house. Around the garden there was a fence which Peter had built from small branches of shrubbery.

The peasant had a large dog whose name was Tony. He had also many chickens. Tony was a splendid dog who had already done great service to the family. At night he guarded the house. In the morning he left early hitched to a small wagon full of vegetables on his way to the market with Mary. On his return he walked about and, when the children of the neighborhood came to play with Paul and John, Tony was of the party; the children mounted on his back, or they made him go through with his drill, having him to sit up holding a stick in his paws. Little Louise loved him much, but the poor child was always sick and tormented everybody, especially the dog, who, however, bore her no ill will.

At one time, in summer, a rain storm kept Peter from going to market. It rained for four days. Finally, on going to the window, the peasant saw that it had almost stopped raining, but the water of the river had risen to the edge of the bank. The field and vegetables were covered with water. Peter, however, left with the dog, but they had hard work to return, for the roads were covered with mud and the rain had again set in. Peter changed his clothes, and Tony lay down before the fire. Mary had prepared a good soup, but her husband ate very little, for he was sad.

The rain kept on; the sky was covered with gray clouds, the wind shook the windows, and in the country the wheat was laid low by the weight of water. Peter was in despair. He thought if this continued until the next morning the river would be in the garden and their home inundated.

In the afternoon a neighbor, whose house was lower down, came to say to Peter that the water had entered his dwelling, that he had been compelled to take refuge with his family in the barn. He had brought his youngest child with him, and asked Mary to keep it until the next day. The afternoon was passed in preparing for the worst. Peter took into the hayloft the linen, provisions, etc.

The rain kept on. "All will go well," said Peter to his wife, "if the dike (I explain the word) a short distance from here is not broken by the flood; but if it should break, it would be terrible. I shall see if I can help our neighbor and shall return very soon."

An hour later he came back as he had promised. "All is well," he said to his wife; "the dike holds out well and our house is well built." Tony was in his corner, his large nose between his paws. He watched the rain; he was not afraid of water, for he could swim like a fish.

The peasants retired to sleep. The children were in the bedroom side by side. Paul and John slept together, and Louise shared her bed with the neighbor's little girl. In the night Mary and her husband were suddenly aroused by Tony's howls. Peter sprang from the bed and cried out: "We are already in the water; the dike is broken. Take the children quickly to the loft." Tony howled at the door, and tried in vain to open it with his heavy paws. Mary took Paul in her arms and carried him up. Peter took John and opened the door for his dog. The water in the house had risen up to the knees.

"Stay in your bed," exclaimed Peter to the other two children. "I shall be back directly; do not be afraid." But while he ascended quickly to the loft, Louise sprang out of the bed and was carried away by a current of the rising water. When Peter came down he heard the neighbor's little girl cry out the name of Louise and point to the door. He did not lose his head, but called his dog and showed him something white which floated out toward the river, saying: "Tony, quick; fetch Louise."

The good dog swam after her, caught her by the end of her gown, and soon brought her back to Peter, who carried her to the loft. The mother took charge of her, but Louise had to stay in bed for six weeks.

For several days the water covered the country around. Most of the people that lived on the banks of the river were ruined, but Peter and Mary were still quite happy to have their little Louise; and Mary often said to Tony, patting him: "Good Tony, you have saved our little Louise."

APPENDIX D.

PROGRAMME OF WORK FOR THE KINDERGARTENS OF THE CITY OF BRUSSELS.

Lower division.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9 to 9:30	Free play	Free play	Free play	Free play	Free play	Free play.
9:30 to 10	Stories	Drawing	Building	Second gift	Stories	Drawing.
10 to 10:30	Game	Game	Game	Game	Game	Game.
10:30 to 11	Balls	Weaving	Counters	Tablets	Balls	Weaving.
11 to 11:30	Game	Game	Game	Game	Game	Game.
1:30 to 2	Free play	Free play	Free play	Recess	Free play	Free play.
2 to 2:30	Building	Sticks	Stories		Building	Sticks.
2:30 to 3	Game	Game	Game		Game	Game.
3 to 3:30	Beads	Sand	Plaiting		Beads	Sand.
3:30 to 4	Game	Game	Game		Game	Game.

Intermediate division.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9 to 9:30	Drawing	Tablets	Second gift	Tablets	Bookmarks	Drawing.
9:30 to 10	Game	Game	Game	Game	Game	Game.
10 to 10:30	Building	Drawing	Sticks	Weaving	Building	Sticks.
10:30 to 11	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics.
11 to 11:30	Stories	Slats	Beads	Sewing	Stories	Tablets.
1:30 to 2	Folding	Building	Bookmarks	Recess	Folding	Weaving.
2 to 2:30	Game	Game	Game		Game	Game.
2:30 to 3	Beads	Balls	Stories		Slats	Rings.
3 to 3:30	Free play	Free play	Free play		Free play	Free play.
3:30 to 4	Weaving	Pricking	Sand		Plaiting	Sand.

Higher division.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9 to 9:30	Book-marks	Folding	Building	Cardboard	Building	Drawing.
9:30 to 10	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics.
10 to 10:30	Cutting	Slats	Interlacing	Drawing	Cutting	Sticks.
10:30 to 11	Game	Game	Game	Game	Game	Game.
11 to 11:30	Story	Drawing	Tablets	Building	Stories	Weaving.
1:30 to 2	Tablets	Weaving	Beads	Recess	Rings	Folding.
2 to 2:30	Free play	Free play	Free play		Free play	Free play.
2:30 to 3	Cardboard	Sticks	Stories		Sewing	Interlacing.
3 to 3:30	Game	Game	Game		Game	Game.
3:30 to 4	Building	Rings	Modeling		Beads	Modeling.

APPENDIX E.

THREE DAYS IN A KINDERGARTEN OF ANTWERP.

The kindergarten is free, has an attendance of 300 children in 6 classes, with 6 teachers, 3 assistants, and 2 servants.]

The children begin to arrive at the school at 8 o'clock. They play freely until 9 o'clock, either on the playground or in one of the play rooms. In summer the children of the two older classes are busy with the gardens, whose care is incumbent on them.

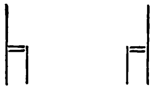
After each exercise, which lasts on an average 30 minutes, the children go to the playground. Indeed, they remain here if the weather is favorable and the character of the occupations permits it. Every class-room exercise is followed by games and songs in the play room.

There are 6 classes, in reality 3 classes (each in two divisions) and 3 play rooms. The noon lunch is taken at half past 11. After the meal, until half past 1, the children play freely without the intervention of teachers, as before 9 o'clock.

At 4 o'clock the children leave school. Those who can not go home alone wait, under the care of a teacher, until they are called for or are taken home.

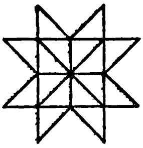
Occupations of three days.

FIRST YEAR—CHILDREN OF THREE YEARS.

Weekly order of exercises.	Plan of exercises.	Remarks.
Monday morning.		
1. First gift	*To distinguish the blue color.*—The teacher shows the blue ball. All the children look for the blue ball in the box, take it out, and show it. Various exercises with the blue ball: Putting it back into the box, taking it out again, passing it from the left to the right hand, rolling it on the table in different directions, etc. Show various blue objects, look for such in the class room. Mix the balls; take out the yellow ball, the red ball, the blue ball.	Generally the children have in their hands the objects with which the lesson deals. This is particularly the case with the gifts and occupations. In the lowest class we deal only with the three colors, red, yellow, and blue.
2. Games	*Play with the balls.*—The children, at a signal given by the teacher, alternately throw each of the known balls into a large basket, until they make no more blunders; *e. g.*, (1) yellow balls, (2) red balls, (3) blue balls.	The ball is used in all classes in games which grow in complexity.
3. Sticks	*The chair.*—Talk about the chair. Its uses. Some children sit down in it. The chair is made with sticks, the work of the teacher serving as a model to the children. The children try to place it in different directions, as below:  The teacher draws the chair on the blackboard. "How should we sit down on a chair?" If time permits, the children lay several other figures previously laid. If a child invents a new figure, he makes it at the teacher's desk, and the other children imitate it, each in his place.	The teacher takes every opportunity to strengthen good tendencies and to weaken bad ones, to accustom them to proper conduct, etc.
Afternoon.		
1. Singing	The teacher sings a very simple children's song. The children are pleased with it and express a desire to learn it. They, at first, hum the tune of it, accompanying the teacher. They then learn the words, which are well pronounced and well explained, and finally sing the words.	
2. Third gift	Finding the half of the cube: Divide the cube into two half cubes, in imitation of the teacher; the children separate and reunite the half cubes or change their places repeatedly. With the help of the teacher they try to find other ways of dividing the cube. Then they divide without any help. Divide a paper strip, a bun, a fruit into two equal parts. When we receive an apple, a cake, we give half of it to someone else, to the brother, the chum.	All gifts are used as much as possible for three distinct ends: (1) To represent common objects; (2) To construct artistic forms; (3) To represent geometrical forms, and for arithmetical exercises.
3. Free games	The children march in file. All the movements of the leader are imitated by the rest. The children form a circle; each in its turn passes around on the inside of the circle, walking, running, or leaping in some fashion.	

Occupations of three days—Continued.

SECOND YEAR—CHILDREN OF FOUR YEARS.

Weekly order of exercises.	Plan of exercises.	Remarks.
Wednesday morning.		
1. Folding.............	*Construction of the double boat.*—Take a square folding sheet of any color. Observe its sides and angles. Place the lower edge on the upper and crease in the middle. Notice the oblong. Open the paper and fold similarly from right to left, etc., etc.	Such a lesson always begins with a talk on the object in question. Different kinds of ships should be shown the children. Familiar comments; moral stories are always in place. After the exercise which appeals to the senses and the intellect comes the little story that appeals to the heart.
2. Singing.............	*The song of the ship.*—The song is accompanied with imitations of the movements of ships and sailors. In the work room there is a large vessel with mast, sails, cordage, rudder. In the ship there is room for three or four children who can do work there, such as casting out the anchor, hoist and take in the sails, work the rudder, etc.	
3. Slats................	*Two interlaced triangles.*—Forming different angles with two slats. Construct different triangles with three slats. Make two equilateral triangles; place one on the other; interlace them; count and compare the new small triangles.	
Afternoon.		
1. Exercises in the garden.	*Purpose:* To arouse in the children a desire to work in the garden and to prepare them for next year's duties. Talk about all they see, the beds, the trees, the flowers, etc., about the work in which the children of the third year are at that time engaged in their little gardens. The children freely ask questions of the teacher. They begin to work in the part of the garden reserved for them; they spade, rake, make clods, ditches, wells, etc. They also learn to handle some garden tools. Finally, by way of recompense, the children receive the ripe fruit and eat them.	The children of the two higher classes have gardens of one or two square meters in which they sow and plant at pleasure. Each one has a spade, a rake, and a watering pot. The plants are observed in their daily growth. The harvest is gathered every year. The common parts of the garden are cared for by the teachers, the children observing their work. There are many cherry trees, apple trees, gooseberry bushes, raspberry bushes, strawberry plants, fruits of which are distributed among the children.
2. Drawing with tablets.	Drawing a star with triangular tablets. Some observations about the tablets. Their name, comparison with the square tablet sides and angles. Have them draw the angles on the black board. Make a square of two tablets. Unite four of these in a larger square, etc. (until the following star is reached). This figure is drawn on the slate. The children use a tablet to find the chief points which they join afterwards with straight lines in free hand drawing.  Children that have succeeded well in their task, make another figure of their own invention and copy it afterwards on their slates.	Drawing begins at the close of the first year. Throughout we follow the method indicated by Froebel, grouping similar elements, joining by intermediate forms dissimilar elements, going from center to circumference, from left to right, top to bottom, etc. The children are thus prepared to find other figures easily. Slate drawing goes hand in hand as soon as possible with pencil drawing on paper.
3. Free games..........	The prisoners.—Three children, three prisoners, are shut in the circle formed by the remaining children, hand in hand. If they succeed in their efforts to escape, those who permitted them to escape take their places. Throwing a ball as near as possible a given mark. Throwing balls towards an object from a line drawn on the floor at increasing distances from the goal.	

Occupations of three days—Continued.

THIRD YEAR—CHILDREN OF FIVE YEARS.

Weekly order of exercises.	Plan of exercises.	Remarks.
Friday morning.		
1. Story	The teacher tells with interesting details and much feeling a moral, instructive, and probable story, and draws the principal scene on the blackboard before the eyes of the children. *Subject.*—The ground is covered with snow. A child feeds the sparrows who suffer from the cold and hunger. *Drawing on the board.*—The home of the child; two trees; snow everywhere; a child that scatters bread crumbs; sparrows flying all about. Some questions are put; the different parts of the design are shown; the whole story is told, without interruption, by several children. If time is left, the children are allowed to draw the easier parts of the design, and they are induced to tell other stories previously told.	Stories begin to be told with the beginning of the second year. Preference is given to family scenes, to events of child life.
2. Singing	Repetition of three familiar songs with piano accompaniment: The Blacksmith, The Gardener, House-Building. The tools of the blacksmith, of the gardener, the things needed for the construction of the house are in the children's hands. The words indicate the work and the motions.	The piano is in the play-room of the higher class; it is at the disposal of the teachers of the lower classes once a week.
3. Plaiting	Plaiting a festoon with six strips. (Full directions of the form are given, but are here omitted.)	The paper work (plaiting, weaving, and folding) is begun at the close of the first or beginning of the second year.
Afternoon.		
1. Gymnastic exercises.	A number of exercises of special parts of the body, and marches with piano accompaniment. It should furnish occasion to move every part of the body. It comprises marches and countermarches in the shape of the square, the cross, the circle, spiral, the wavy line, * * * gymnastic movements of all sorts with the ropes, hoops, wands, and other light apparatus. A graceful, firm gait, and the greatest exactness are required. The whole should produce an agreeable impression.	This prepares for the gymnastic exercises of the primary school.
2. Modeling	Modeling an apple in clay. This exercise is preceded by an object-lesson on the apple. A model apple in clay is examined and serves as sample. The children first make a ball; this is flattened and worked until the desired form is obtained; the lesson closes with inventive exercises.	The children use chiefly their fingers in shaping the apple; only for final touches they use the modeling tool. When the real objects are not too complicated, they serve as models.
3. Free games	"Two are enough and three are too many; then one or two chosen by the children.	

In all exercises the children are granted all the freedom compatible with the order and discipline that should reign in a school. They may talk with one another, speak to the teacher without asking permission whenever the nature of the occupation allows this.

APPENDIX F.

CONFERENCES OF KINDERGARTNERS.

Usually the order of exercises is as follows:

1. Reading of the minutes of the previous conference.
2. Didactic exercises.—One or several teachers are designated to give the lessons of the programme.
3. Discussion of these exercises.
4. Criticism of home work.
5. Communications and recommendations.

REMARKS.

1. Each exercise occupies at most thirty minutes.
2. The didactic exercises begin with a song and close with gymnastic game by the pupils.
3. The work and the collections of pupils and teachers are exhibited in one of the schoolrooms.

PLAN OF CONFERENCES FOR ANTWERP, 1882.

FIRST CONFERENCE.

1. *Home work.*—Write three moral children's stories on any subject.
2. *Didactic exercises:*
   - (*a*) *First year pupils.*—Third gift. Divide the cube into two parts in all directions.
   - (*b*) *Second year pupils.*—Tablets. The isosceles right triangle.
   - (*c*) *Third year pupils.*—Peas and sticks. Rectangular prism and pyramid. Differences and resemblances.

SECOND CONFERENCE.

1. *Home work.*—Duties of the teacher to the children, the parents, and the authorities.
2. *Didactic exercises:*
   - (*a*) *First year pupils.*—Analysis of the fourth gift. Comparison with the third.
   - (*b*) *Second year pupils.*—Any moral story.
   - (*c*) *Third year pupils.*—Sowing and planting in the little gardens. If the weather precludes this or if the kindergarten is without a garden, the drawing of curved-line designs on the slate will be substituted.

THIRD CONFERENCE.

1. *Home work.*—Show that the Froebel method develops naturally and harmoniously body and mind.
2. *Didactic exercises:*
   - (*a*) *First year pupils.*—Plaiting the cat-steps.
   - (*b*) *Second year pupils.*—Slats. Figures composed of six slats. Explanation about angles.
   - (*c*) *Third year pupils.*—Daily care of plants in the little gardens. In case of hindrance, explanation of a child's poem.

FOURTH CONFERENCE.

1. *Home work.*—How can the teacher make the school pleasant to the children.
2. *Didactic exercises:*
   - (*a*) *First year pupils.*—Comparison of first and second gifts. It is supposed that the children see the second gift for the first time. Each child receives two boxes.
   - (*b*) *Second year pupils.*—Folding geometrical forms.
   - (*c*) *Third year pupils.*—Familiar talk about the turnip.

II.—SWITZERLAND.

A strange country is little Switzerland, harboring a motley people that—marvelous in Europe—rests its nationality not on language or common origin, but wholly and alone, spurning all external considerations, on the love of liberty. Switzerland boasts not of great military leaders, nor of great names in polite literature, and other achievements in the realms of selfgratification; but the vast love-burdened tide of educational development which promises to dispense the blessings of peace and good will to all mankind, has its sources in the freedom-loving Alps. Rousseau, Père Girard, and Madame Necker de Saussure, Planta and à Porta; Francesco Soave and Alberto Lamoni; Pestalozzi, Fellenberg, and Wehrli, represent educational Rhones and Adiges, Pos and Rhines, carrying life-dispensing floods in the four directions of the compass to the plains below.

Even Froebel, the father of the kindergarten, owes the discovery of his true calling and the unfolding of his mighty genius to the influence of this little republic. In 1805 Froebel had reached Frankfort with the intention of seeking occupation as architect. Here he was introduced to Gruner, a young enthusiast who had established in the city a model school conducted in the spirit of Pestalozzi. Repeated intercourse revealed to Gruner Froebel's inmost soul, and in friendly advice he exclaimed: "Architecture is not your calling. You must become a teacher. I need a teacher (of mathematics) in my school; the position is yours, if you will accept it;" and Froebel accepted.

Then followed his first visit to Pestalozzi at Yverdun, during the vacation in the fall of 1805, and three years later his second visit as tutor of three boys intrusted to his care. Still later, in 1831, when ruin was rife and threatened his work in Germany, he found an asylum again in Switzerland, where he established consecutively the model schools at Wartensee and Willisau, and, in 1831, accepted the direction of the orphan asylum at Burgdorf, which he retained until 1836.

It would be an interesting task to trace the subtle influences through which the work of the Swiss reformer culminated in the genial "Come, let us live with our children," of his Thuringian disciple. But in a sketch of the kindergarten development among the Swiss, such an analysis would not be in place. Indeed, the kindergarten idea was a somewhat later fruitage of Froebel's mind. Yet his first clear utterances concerning the kindergarten (1837-'40) followed so closely upon his stay in Switzerland that one wonders how the little republic could be among the last

European countries to establish the kindergarten. It is reported that kindergartens existed for short periods in different cities as early as 1845, and among these one founded by Carl Froebel in Zürich, but that they failed because of the incompetence of the teachers.

Thus it happens that here, too, the first successful establishment of kindergartens is linked with the name of the Baroness Marenholtz-Buelow. In 1856 she labored in Zürich, without, however, achieving direct practical results. In the meanwhile Frédéric Soret, a well-known writer, had prepared, on the basis of lectures delivered by the baroness at Frankfort in 1854, an elaborate report on kindergartens for the *Société de l'utilité publique* of Geneva. This report was read before the society in January, 1858. In 1859 Prof. Raoux, of Lausanne, entered into correspondence with the baroness and established a kindergarten in his own home. In 1860 the baroness came to French Switzerland and aroused a deep and abiding interest through her lectures, which resulted in much permanent good and led to the establishment of public kindergartens in a number of cantons, more particularly in Geneva, of which a detailed account will follow.

In a number of places there existed infant schools whose establishment was due to the influence of Oberlin's efforts in the Alsace. These were quite numerous in French-speaking Switzerland and in Basle. In these, too, attempts began to be made about this time to introduce the use of Froebel's occupations and games, more particularly sewing, weaving, and pricking.

In all directions the work grew, until in 1881 the first general statistical report showed that Switzerland maintained 404 infant schools. Of these 75 were pure kindergartens, 138 were partial kindergartens, and the remainder had not been touched appreciably by the spirit or work of Froebel. In these infant schools 550 teachers taught about 15,000 children.

In many cantons the state or the respective communities contributed largely to the support of these infant schools, and in Geneva 58 kindergartens and infant schools were maintained wholly from the public funds.

The last available general report is for the years 1887-'88. The number of infant schools had risen to 544, that of the teachers to 611, that of the children to 20,745, and in all the cantons except five the state exercised some degree of supervision and control over these schools. It is a notable fact, however, that the kindergartens in these five cantons enjoyed a high degree of efficiency and sustained a high educational character. This was notably the case with the canton of St. Gall, which gave the first impetus to the establishment of training schools for teachers and to the organization of the Swiss kindergarten association.

In 1865 an infant school was established in the orphanage under the direction of the venerable Wellauer. The results of this work of the teachers, in spite of their zeal, were quite unsatisfactory, and in 1866 two talented young ladies were sent to a training school for kindergartens in Germany in order to prepare themselves for the work of teaching the little orphans. The success of their work on their return was so marked that the teachers of St. Gall requested Wellauer to prepare a report on the subject of Froebel's educational system for a conference held in 1869.

The influence of this report was immediate. Steps were at once taken to organize a kindergarten association, and in 1870 the first public kindergarten was established with as many children as the building could accommodate. So great was the demand for admission that in 1872 a large building was erected, at a cost of about $12,000, for the accommodation of about 100 children. The building is provided with the necessary occupation rooms and play rooms, and admirably lighted, heated, and ventilated. A large playground, thoughtfully arranged for running and leaping games and bordered by flower beds, is laid out on the south side of the building. On the east side a large open space has been provided, filled with vast heaps of sand for the use of the little gardeners, builders, and engineers; and on the opposite side of the street there is a beautiful small flower garden, planted and cared for by the children.

Inasmuch as the work of the good people of St. Gall became the type of effective work done in the greater portion of Switzerland, and inasmuch as it would afford an excellent type for needed work in many of our American communities, the chief points of organization are noted here.

The association aims "to advance the interests of national modes of educating infants by establishing and conducting in the city of St. Gall kindergartens in accordance with Froebel's principles." The financial means are provided from annual contributions, school fees, eventual presents, and legacies. All are full members who pay the annual contribution. The association meets at least once a year, decides finally concerning the establishment of kindergartens, elects for a triennial period of service an executive committee of seven members and an auditing committee of three members, and decides all questions of policy and administration. The executive committee elects its own secretary and treasurer from its members, appoints a supervising committee of four ladies, and carries out the plans and resolutions of the association, and makes an annual report to the association. For each kindergarten at least one professionally trained teacher is employed; as soon as the number of children exceeds 30 an assistant must be engaged. Children are admitted between the ages of 3 and 6.

The teachers are engaged for a period of six years. The plan of work is drawn up by the college of kindergartners and approved by the executive commission. The execution of this plan is intrusted to a supervisor selected from the college of kindergartners for a period of six years. This supervisor presides also over the monthly conferences of kindergartners and reports annually the results of this work to the association. Each kindergartner is aided by a janitor, who keeps the rooms in order and receives and dismisses the children, seeing to it that their wraps are properly cared for. The children pay a monthly fee of from 1 to 5 francs according to circumstances, or may be admitted for still less at the option of the executive committee. The sessions are from 9 to 11:30 in the forenoon, and from 2 to 4 in the afternoon, except on Wednesday and Saturday, which are holidays. The half hour from 10 to 10:30 is devoted to a luncheon and to play. Children, however, are permitted to bring for luncheon only bread and fruit, a most wholesome limitation. Eight weeks of vacation are distributed as follows: Two weeks in April; three in August; two in October; one at Christmas. The close of the winter term in April is celebrated with a play festival, to which parents and friends are invited.

A training school for kindergartners is connected with the institution. This school is conducted by the supervisor. The course lasts for one year. Students must have passed the seventeenth year, must also show a good scholastic education, and be able to sing. They have four lessons weekly on kindergarten theory and practice; two lessons weekly in general pedagogies and hygiene; two lessons weekly in natural history and botany; two lessons weekly in geometry and geometrical drawing; one lesson weekly in calisthenics, and two lessons weekly in singing.

St. Gall also has the honor of having originated the idea of the Swiss kindergarten association, which did so much to lift the kindergartens of German Switzerland upon an almost ideal level of efficiency. In 1881 J. Wellauer and his enthusiastic friend, Charles Ed. Mayer, a gifted minister of the Gospel, issued a call to the friends of Froebelian education in Switzerland to assemble at St. Gall. The meeting was largely attended. Among other things it was resolved to establish a Swiss kindergarten association, whose purpose it should be to labor in the interest of rational infant education, to diffuse a better knowledge of the principles and means of such an education, and to induce the communities to make the establishment and conduct of kindergartens an affair of public instruction. In less than two years the provisional organization numbered 662 members. At the same time the provisional committee, with rare energy, published, under the editorial management of Director Knettel, of Lucerne, a monthly periodical devoted to the interests of its cause. This excellent paper, which was published for seven years, did much to give to the Swiss kindergartens the character of pure, unaffected child-joy, of simple religious intensity, of affectionate social unity, of cheerful earnestness, and a sensible regard for the practical needs of life, which brings them nearer to Froebel's ideal than the kindergartens of other neighboring lands.

The second meeting of the association took place in Zurich in 1884, and completed the organization. The only notable change in the provisional constitution was in the paragraph which had proposed as one of the aims of the association "efforts to render the introduction, maintenance, and conduct of kindergartens a part of public education." It was maintained that neither cantonal nor federal red-tape could properly conduct the kindergarten cause; that the establishment of kindergartens by the state implied the step of rendering them compulsory, which would interfere with the rights of the family, and that such a step would complicate still more the already complicated problem of public education. On the other hand, it was conceded that the state might do much to aid the movement by interesting itself in the professional education of kindergartners. A compromise in this sense was effected, declaring it to be the aim of the association "to establish kindergartens, to secure the professional education of kindergartners as far as practicable, and to enlist the factors of public administration in efforts to aid the kindergarten movement."

To this day the association has continued to flourish. Its membership in 1886 had reached 1,319, and at its last meeting, in Winterthur, in 1890, exceeded 2,000. The most cultivated men and women vie with each other in efforts to advance its labors, and in every direction there is growth.

Among the papers read at the last meeting of the association, one of the most notable was that of Dr. Hürlimann, a practical physician and intelligent student of the kindergarten. He maintained that a well-conducted kindergarten, provided with all needful apparatus and suitable play grounds, is a fountain of all good things for body and mind; that, on the other hand, the so-called infant schools, devoid of Froebel's spirit, are a constant source of injury, burdening the children precociously and hindering physical development. He praised Froebel for his reverence for child-nature, and honored him as a pioneer mind in all that relates to educational hygiene. More particularly is this illustrated in the stress which Froebel places on social games and occupations. Through these, more than by any other means, the body becomes the efficient servant of the mind. Courage, perseverance, decision, forbearance, become habits of the soul. The social games are as a sun for the child's disposition; without them it languishes into egoism, weakness, and isolation.

He advises the kindergartners not to be too punctilious in their following of Froebel, and to study the child more than the writings of Froebel and his followers. The chief test of her work is the joyous cheerfulness of her children; where this is lacking injury must result.

The experiment of Switzerland to establish and maintain kindergartens by means of organized private effort and to admit state aid only in the way of assistance to private effort has yielded significant results. Public sentiment has steadily grown in their favor and is actively enlisted; the greed of speculation and clerical as well as denominational interference have been successfully kept out of the way. Everywhere kindergartens flourish and are on the increase. Nowhere else is there such alacrity in meeting the requirements of childhood with reference to buildings, playgrounds, and appliances of all kinds. The average of thirty children to the teacher is scrupulously maintained, and professional preparation of teachers receives most careful attention.

A beautiful spirit reigns in the kindergartens themselves, a reverence for childhood and for common sense in the treatment of children which it is delightful to meet in these days of forced growth and system-worship. In a late report of the kindergartens of Zurich we read: "The physical welfare of the children was carefully considered. Daily, if the weather permitted, they were taken into the open air for a walk. The abundance of fresh air and their permanent state of cheerfulness and joy bore excellent fruit. Many mothers acknowledged gratefully how much the children had gained in vigor and health through the influence of the kindergarten. * * * An additional advantage derived from this daily walk lies in the fact that it removes the temptation of having the children work excessively—a temptation which is abundantly offered by Froebel's occupations."

Much stress is laid throughout on the proper respect for the child's spontaneity as the starting point and source of all development, and on its direction into habits of order and industry. Kindliness, active love of the neighbor, and reverence for all things, great and small, are inculcated in truly Froebelian manner. Everywhere system, which in Geneva is so prominently emphasized, yields to the deeper needs of soul development.

In the canton of Geneva, and in French Switzerland generally, infant school work is of much older date. It originated in Geneva in 1826 under the influence of similar work done in France; and, as in France, the *écoles enfantines* of Geneva were organized after the manner of the English infant schools. These schools were in great favor with the people, and their expenses were cheerfully borne by the communes. In 1848 the state decreed that every commune that established an *école enfantine* should receive a subsidy of 200 francs. The law of 1872 made it the duty of every commune to establish such a school, placed all these schools under the supervision of the state, and materially increased the amount expended for them by the state. In 1876 these *écoles enfantines* were placed under the supervision of Madame von Portugall, who labored with a great degree of success to transform them into kindergartens. In accordance with the regulations of 1888 their organization is as follows:

"The infant schools are meant to guide and enhance the bodily and intellectual development of the children, and to prepare them for the primary school. They are composed of a lower division for children between the ages of 3 and 6, and a higher division for children 6 to 7 years old. In both divisions the instruction consists chiefly of object lessons (*leçons de choses*), manual occupations, games, and songs. These schools are gratuitous, but not obligatory. Children are admitted at four different periods during the year—at the close of the summer vacation, October, in January, and after the Easter holidays. The infant schools are open daily, except on Sundays, Thursdays, and legal holidays, from 8 to 11 a. m., and 1 to 4 p. m. Each class has one teacher. When the number of children permanently exceeds 40, an assistant must be provided. The duty of the teachers is to watch over the intellectual, moral, and physical education of the children; to inculcate good principles, establish good habits, proper manners, and correct language. They must carefully abstain from all denominational teaching."

In 1887 the canton of Geneva maintained 68 public kindergartens, accommodating 3,268 children, with 78 teachers. The following programme, which prevailed under the administration of Madame von Portugall, and which has not since been materially modified, will give an idea of the inner working of these institutions:

Programme of work for the kindergartens of the city of Geneva.

FIRST DIVISION—CHILDREN 5 TO 6 YEARS OLD.

Time.	Monday.	Tuesday.	Wednesday.	Friday.	Saturday.
8 to 8:30	Reception and toilet.				
8:30 to 9:20	Story (moral).	Numbers	Reading and writing.	Numbers	Story (natural history).
9:20 to 9:35	Luncheon				
9:35 to 10:10	Games, songs, and marches.				
10:10 to 10:55	Reading and writing.	Reading and language exercises.	Building or thread games.	Reading and writing.	Penmanship.
1 to 1:30	Reception and toilet.				
1:30 to 2:20	Weaving or thread games.	Pricking or singing.	Folding or pasting.	Weaving or slates.	Folding or rings.
2:20 to 3:10	Songs and games				
3:10 to 3:55	Drawing or folding.	Embroidery	Rhymes or songs	Pricking or drawing.	Modeling or gardening.

SECOND DIVISION—CHILDREN 4 TO 5 YEARS OLD.

8 to 8:30	Reception and toilet.				
8:30 to 9:20	Story (moral)	Folding or tablets.	Rhymes, language exercises.	Story (natural history).	Building.
9:20 to 9:35	Luncheon.				
9:35 to 10:10	Games, songs, and marches.				
10:10 to 10:55	Building	Slats or rings	Building (numbers).	Slats or weaving.	Pricking or drawing
1 to 1:30	Reception and toilet.				
1:30 to 2:20	Sticks or sand games.	Stringing beads.	Pricking	Folding or tablets.	Stringing beads.
2:20 to 3:10	Games, song, and marches.				
3:10 to 3:55	Drawing or free play.	Ball games	Embroidery or free play.	Drawing or sand games.	Modeling or free play.

THIRD DIVISION—CHILDREN 3 TO 4 YEARS OLD.

8 to 8:30	Reception and toilet.				
8:30 to 9:20	Story	Sticks or sand	Stories and rhymes.	Stringing beads.	Tablets or building.
9:20 to 9:35	Luncheon.				
9:35 to 10:10	Games, songs, and marches.				
10:10 to 10:55	Building	Drawing or slats	Tablets or pasteboard and buttons.	Drawing or ball games.	Folding or interlacing.
1 to 1:30	Reception and toilet.				
1:30 to 2:20	Stringing beads	Folding or tablets.	Building	Pasteboard and buttons.	Free games; playthings.
2:20 to 3:10	Games, songs, and marches.				
3:10 to 3:55	Balls or pasteboard and buttons.	Chains or interlacing.	Free play and sand games.	Chains or folding.	Modeling or sand games.

It is very evident, both from the regulations and the programme, that the spirit of Froebel has not entered very deeply into these kindergartens. The average number of children assigned to one teacher is too great; the time assigned to the occupations is too long, more particularly with the younger children; the occupations themselves seem to come like subjects of instruction; and the entire programme is too sedentary. Nevertheless, there speaks from every line of reports and decrees concerning these schools a deep-seated respect for childhood which will sooner or later liberate the little ones from the thraldom of schoolishness and the superstitious worship of "systême."

III.—GERMANY.

The available information concerning kindergartens in Germany is very incomplete. In most cases the kindergartens are maintained by private effort or by associations, and the communal or public kindergarten is comparatively rare. As a consequence there are many different kinds of kindergartens to suit the purposes of the founders. There is the "private kindergarten," (private *par excellence*) established by the teacher either for the sake of earning a livelihood or with a view of pioneer work in the cause of Froebel; the "association kindergarten," established and maintained by associations whose members have more or less clearly recognized the educational value of this work; the "family kindergarten," maintained by one or more families who desire to control the associations of the children; the "public kindergarten" (*Volkskindergarten*), not unlike our charity kindergarten and day nursery, which takes care, usually during the entire day, of children whose parents are negligent or engaged in work; and the "communal kindergarten," established and maintained by communities in connection with the communal schools.

The ideal or "normal kindergarten" receives the children for a limited time during the day, from 9 to 12 or 1 o'clock, or from 10 to 12 in the forenoon, and from 2 to 4 o'clock in the afternoon. Its purpose is to relieve the family during the busiest hours of the housewife, and at the same time to supply the social training which the family can not give. It is usually limited in the number of children, in order to obviate the necessity of dividing them into groups and classes in accordance with their age or state of progress. Froebel himself had insisted with much urgency upon the individuality of the kindergarten. This wholeness was needed for the "all-sided unity of life" which his ideal demanded, and which called even for the regular attendance of mothers and children of school age. Yet when kindergartens grew in number of children this demand of Froebel was set aside and kindergartens of two or even three grades or classes were established. Thus industrial and commercial hindrances rendered it necessary, even in Germany, to deviate largely from Froebel's beautiful ideal, and to subordinate the educational value of the kindergarten to questions of social expediency.

Many factors seem to militate against the general introduction of kindergartens in Germany, all of which seem to have their root in the excessively conservative tendency of the German character. Hence the opposition of the clergy, of school men, of the constituted political authorities to this "innovation." Hence the notorious decree of the Prussian minister of education, von Raumer, in 1851, which prohibited the establishment of kindergartens in Prussia on the ground of their alleged socialistic and atheistic tendency, a decree which was maintained in spite of the protests and explanations of Froebel and his colleagues until 1860. Hence the bitter attacks on the part of teachers who could see little good in an institution that taught children "to play" and which employed women as teachers. More concerning this will be found in two interesting letters published in the appendix and addressed to me, by Rev. B. Baehring, of Winfeld, one of the most venerable as well as most active defenders of Froebel.

Yet this opposition is steadily met and is gradually yielding before the rare devotion, equally marked in the German character, on the part of those who have become convinced of the truth and value of Froebel's teachings. It will be of interest in this connection to illustrate, with the aid of a few typical instances, the devotion which characterizes the establishment of kindergartens in most cases.

Until about twelve years ago there were no kindergartens in the beautiful city of Aachen. There were day nurseries, but these were carried on without method and pedagogic insight or followed the models of the English infant school; Froebel had no share in them. About 1878 Hubert Kneppers, a teacher in the city of Aachen, through some accident, became a devoted student of Froebel's ideas, and his enthusiasm ripened rapidly into living deeds. He was the father of two children under school age. These and four children of the neighborhood, invited for the purpose, were formed by him into a kindergarten, taught after school hours by him and his excellent wife, who presided also over a small private school.

At the same time a young lady who had caught the inspiration studied the subject under the direction of the excellent couple, so that early in 1879 a public kindergarten, with 17 children, could be established. Prejudices of all kinds then beset the young enterprise, but Mr. and Mrs. Kneppers only redoubled their efforts. Fortunately the local press was favorable, or at least not hostile, and opened its columns to Hubert Kneppers, who wielded his pen so effectively that the more intelligent portion of the community became actively interested in the work. In the fall of 1879 it became necessary to find more spacious quarters, and the number of children—who now paid a monthly fee of about 3 marks—rose to 50. In 1881 Mrs. Kneppers discontinued her private school, in order to devote herself, with her husband, wholly to the kindergarten and to a rapidly growing school for the training of kindergarten teachers. One year later the "Industrial Association," which conducted a number of day nurseries, requested Mr. Kneppers to transform these nurseries into kindergartens. In this work he was so successful that two years later he had under his direction six kindergartens, with nearly 1,000 children, and in 1890 the number of public kindergartens maintained by the "Industrial Association" had risen to nineteen, requiring an annual expenditure of 70,000 marks.

Less brilliant, but not less instructive, is the history of the first kindergarten efforts at Karlsruhe, the capital of the Duchy of Baden. In 1870 a clergyman, who had learned to appreciate the value of the genuine kindergarten, began to agitate among his friends for the establishment of such an institution. Immediately he was beset from all sides with many anonymous protests and otherwise called upon to abandon his godless undertaking. But he continued his efforts and opened, in the fall of the year, a kindergarten with 22 children, in the lower story of his parsonage. The kindergarten was successful enough, and has held its own to this day, but he has found it impossible to transform into true kindergartens the numerous infant schools and day nurseries of the city, and to overcome the indifference of the people at large to the better ways of Froebel.

In the majority of instances the kindergartens are the work of associations of intelligent and philanthropic men and women. Thus, in 1875, a number of gentlemen under the presidency of Burgomaster Ammann, of Heidelberg, decided to form a "Froebel Association," whose purpose it should be to establish kindergartens in the good old university town. In February, 1876, the organization of this association was completed, and in May of the same year an association kindergarten was opened with 94 children. The ideal of this association is tersely stated in its first annual report, which declares it to be the purpose of the association "to establish kindergartens in accordance with Froebel's system, institutions in which children of all social ranks may be occupied for a few hours each day in such a way that all their faculties may be developed naturally. Such kindergartens are not schools which are meant for older children, nor are they devoted to mere arbitrary play as day nurseries; they are, rather, methodical institutions in which children from 3 to 6 years old are to be cultivated naturally in social union with other children of the same ages, their powers being unfolded and directed in their growth by means of play and work, and their hearts being led to a generous and sympathetic self-activity."

In 1877 an auxiliary association composed of ladies was formed, and during the same year a public kindergarten (*Volkskindergarten*) was established in the western suburb of Heidelberg. For this enterprise the city council had placed temporary rooms at the disposal of the association, and had voted an annual contribution of 400 marks on condition that the association should not require the children to pay more than 20 pfennig (about 5 cents) weekly fee. One hundred and thirty-eight children sought admission in this kindergarten, but only 50 could be received.

The status of the association and its kindergartens seems to have remained practically unchanged to this day. The report of 1888 shows that the average attendance of children in the "association kindergarten" (*Vereins kindergarten*) has remained the same, and that of the "public kindergarten" (*Volkskindergarten*) has been very slightly increased.

The amount of gratuitous work done by the members of these associations is remarkable. This circumstance speaks well for the public spirit of participants. It is to be remarked, too, that members are recruited chiefly from the cultured classes who seem to be fully aware of the additional responsibility which superior culture puts upon them. Probably these general characteristics of the Froebel work in Germany are nowhere more clearly illustrated than in Leipzig, Breslau, Dresden, Berlin, and Hamburg. For this reason the organization and work of associations in these cities have been singled out from the vast mass of similar material to which almost every German city contributes.

At Leipzig a number of high-minded ladies and gentlemen met and organized in 1871 the "Association for the establishment of *Volkskindergarten*." A circular was issued setting forth the object of the society. A few extracts from this circular will do much to illustrate the great advance such associations had made in their views concerning child culture over the friends of infant education in France, Belgium, Italy, and England. After prefacing that the advancement of popular education is the most important concern of the present time and that "every man of culture must feel it to be a duty peculiarly his own to aid in every effort that looks to the enhancement of popular education;" the circular proceeds as follows concerning the attitude of the society towards the "kindergarten pedagogics of Frederick Froebel:"

> It is clearly a matter that concerns the honor of the cultured men and women of our people that so precious and propitious an idea born in our midst should no longer be permitted to remain in abeyance because of unfavorable circumstances, and that they should aid it by furnishing every opportunity for the manifestation of its high value in the best form. In many cities this has been done; in our city, however, there are very few institutions that fully represent the purpose of the kindergarten.
>
> Consequently the high significance of the kindergarten is not properly understood in Leipzig, and

its blessings are lost to the public education of our city. Probably it is on this account that the city authorities have not yet seen fit to establish kindergartens in connection with the public schools (*Volksschulen*), although the "Teachers' Association" and the "Pedagogic Society" have recommended that girls should serve for a period in a good kindergarten and receive at school instruction in kindergarten principles, and although the pedagogic world generally holds it to be desirable to make the kindergarten the first or lowest class of the public school. These requirements can not remain permanently ignored, at least in a city which means to keep pace with progress in her public education.

At the same time kindergarten principles fail to enter the homes of the people and to influence home education, because the opportunities to observe its means and outcome are so rare. For frequent visits to a good kindergarten would prove instructive and beneficial for the daughter of the wealthiest family as well as for the poorest nurse-girl, with the only difference that the former would have better opportunities for quick perception and careful meditation.

Again, many parents who would gladly avail themselves of the kindergarten for their children are unable to pay the required fee. To all these the public kindergarten would afford relief.

That Leipzig is not devoid of charity when physical misery calls for relief is known even in foreign lands, and this same generous sympathy has long ago labored to aid the children of the poor by the establishment of a few day nurseries. But the mere gratification of bodily wants and prevention of bodily injury is not enough for the children of the poor. We should at the same time labor to improve and better their condition by means of education, so that they may find in culture and orderly living essential elements of happiness. Efforts to solve this problem will of necessity point to Froebel's kindergarten principles as the key and beginning of a rational education. In order to secure the blessings of this to our people we need not only a sympathetic heart, but also a sympathetic intellect, so that our interest in the cause may be enhanced by insight into its requirements.

In a subsequent call for membership the executive committee says, on the same subject:

Among the weighty problems of our time that of education occupies the foremost place. The great importance, not only of school education, but also of domestic and prescholastic education, is generally recognized. In many cities of Germany the necessity of a wider diffusion of kindergartens and of kindergarten principles in the domestic education of little children has been persistently emphasized It is obvious that poor parents labor under great disadvantages in this respect, and yet it is of the greatest importance that the children of these parents should from earliest infancy receive elevating and helpful impressions and be guarded against pernicious influences. For the whole people it is a matter of deepest concern that the children of the poor, too, should be placed under most favorable conditions with reference to their religious, moral, and intellectual development.

Hitherto private philanthropy has labored to meet this want by means of establishing day nurseries. In these institutions the children are kept during the entire day, and for a nominal fee receive also their noon luncheon. Although it is desirable to perfect these by the introduction of kindergarten principles in the treatment of the little children, their costliness hinders their general diffusion. Besides these are many parents who would gladly secure to their little ones the benefits of a kindergarten without the aid of a day nursery, if the expense could be kept within their means. This association, therefore, will labor to establish, maintain, and conduct cheap kindergartens (Volkskindergärten) for the benefit of these parents, and at the same time to aid existing day nurseries. The attainment of this aim is of vast importance to the prosperous development of our city, and general participation in the work on the part of both ladies and gentlemen is desirable.

The membership of the association grew rapidly, so that in May of the year 1872 the first Volkskindergarten of the association was opened with 40 children. Applications, however, came in such numbers and the interest in the work of the association had become so well developed that it was decided to erect a building for the purposes of the association. In June, 1873, the 40 little children marched from the old building to their own new home, carrying little flags and fragrant bouquets and singing an appropriate song, and their number rapidly grew to 120.

About the same time, in December, 1871, there was organized at Leipzig another association of similar import, yet of wider scope, and counting among its founders and members many of the members of the association just described. It assumed the name "Association for the Advancement of Domestic and Popular Education" (*Verein für Familien- und Volkserziehung*). Its aim was not onlyt he support of kindergartens but the education of kindergartners and the culture of girls and mothers in general for their educational vocation.

The first report of this association was published early in 1873. During the first years of its existence the members had displayed a most remarkable and all-sided activity. They had arranged for and delivered six public lectures free to all comers, as follows:

(1) The philosophical significance of Froebel's principles of education, by Prof. Dr. Ahrens.
(2) The significance of the kindergarten in the education of women, by Mrs. Dr. Goldschmidt.
(3) The connection of the kindergarten with the school, by Dr. Friedlaender.
(4) The ideal kindergarten and the ideal kindergartner, by Miss Angelica Hartmann.
(5) A rational method of musical instruction, by Mr. Dix.
(6) Treatment the child should receive on entering school, by Mr. Krusche.

In addition to these lectures, two courses of weekly lectures on pedagogics and hygiene had been provided for ladies who might wish to join them. These courses were attended by about fifty ladies, and proved so successful that one of the courses was continued during the summer.

For the benefit of members a number of pedagogic journals were kept for circulation among those who might desire to read them, and a beginning of a circulating educational library was made.

There existed in Leipzig at the time of the organization of the association ten or twelve private kindergartens, many of which were in very incompetent hands. In some cases young girls who had acted as assistants for a number of months had established their own private kindergartens. With the help of the better private kindergartens the association proposed and, in a measure, established certain ideal requirements concerning the arrangement and conduct of kindergartens and thus exercised a healthy moral pressure, materially limiting the field and popularity of incompetent kindergartners.

The work of establishing public kindergartens (*Volkskindergärten*) devolved upon a committee under the leadership of Mrs. Dr. Goldschmidt. In order to secure an initial fund, the ladies arranged for a lottery, which proved quite successful. This fund was further increased by loans that bore no interest and which were to be paid back in very easy installments. The city council granted the use of a suitable piece of ground; some well-built barracks that had served their purpose in 1870 were bought at a low figure and moved to this piece of ground; and in July, 1872, the kindergarten was opened with 60 children under a competent kindergartner and two assistants. One month later the number of children had risen to 100, and it became necessary to engage a second kindergartner; and in September a third kindergartner and assistant had to be employed, inasmuch as 150 children had obtained admission. Subsequently additional *Volkskindergärten* were established in other parts of the city.

Another enterprise of this association was the establishment of a training school for kindergartners. They limited themselves, however, to the preparation of young women for family kindergartens. Up to the year 1878 140 kindergartners of this character had graduated from the institution. The course of study comprised, in addition to specific kindergarten subjects, instruction in the German language, pedagogics, hygiene, geometry, and natural history.

The course occupied one year. The pupils paid a monthly fee of 2 thalers. Each pupil was held to visit the kindergarten on three days each week. During these visits they were expected to help in the reception and dismissal of the children, and in every kind of service which the presiding kindergartner might require. During the second quarter they were required to assist in conducting games and occupations; during the third quarter they were expected to be able to conduct a kindergarten independently; and the last quarter was devoted wholly to theoretical work.

The entire work of the *Volkskindergärten* in their connection with the training school is under the supervision of a director, who is a member of the pedagogic section of the association and responsible to this section for the character and conduct of the training school.

In addition, a committee of ladies is appointed for each kindergarten for purposes of general supervision, and to whom certain cases of discipline and nonattendance are referred. It is expected that one or more of these ladies be present in the kindergarten during some portion of each session.

My efforts to obtain reliable information concerning the growth of this remarkable work after 1880 have utterly failed. Enough, however, has been here presented to reveal the depth of philanthropic ardor that animates the association, as well as the marvellous devotion to recognized duty—so ingrained in the German character—and the philosophic thoroughness that pervades every portion of the enterprise.

An equally remarkable experience, though of wider scope and richer in results, is that of Breslau. Additional interest attaches to its history, too, from the fact that in its inception it is the work of women, and women have borne a prominent part in its administration to this day. In 1861 Madame Ronge, in an address before a number of intelligent and large-hearted ladies, presented the claims of Froebel's educational principles and of the kindergarten upon their consideration and active sympathy. The immediate result was the organization of an association with the object of establishing kindergartens. A most formidable obstacle presented itself at once in the almost hostile attitude of the authorities towards their project. It was said in these quarters "that in view of repeated scandalous proceedings in kindergartens, great care was requisite in the granting of concessions for opening such institutions." A kindergartner was obtained from the training school of Madame Froebel at Hamburg, but the magistrate decided that "inasmuch as the persons who issued the certificate of the lady were foreigners, and, therefore, unknown to the magistrate, the ministry alone could grant her appointment," and that "unless a directress agreeable to the magistrate were appointed at once, the kindergarten must be closed without further delay."

Consequently a kindergartner was obtained from nearer quarters, and at the same time it was decided to establish a training school for kindergartners under the auspices of the association, which was opened in 1863. Up to that time two kindergartens had been established. In 1869 the number of these had risen to nine, and in 1874 to twelve. Five of these were styled association kindergartens (*Vereinskindergärten*), and seven public kindergartens (*Volkskindergärten*). In the former the monthly fee was about 75 cents; in the latter, 10 to 20 cents. The number of children registered in 1874 was 1,130, with an average attendance of about one-half that number. These numbers seem to have been maintained until 1887, when an additional kindergarten was established in honor of the twenty-fifth anniversary of the association.

The course of study in the training school for kindergartners comprises in one year the subjects of general pedagogics, kindergarten theory and practice, natural history, hygiene, drawing, singing, and calisthenics, with review lessons in German and arithmetic.

In 1884 the association established also a course of instruction for nurse girls. Candidates for admission must be 15 years old, and must be able to give evidence of satisfactory elementary instruction. They are to be prepared in a six months' course to take the care of children between the ages of 2 and 6, and at the same time to do light housework. They are instructed in Froebel's principles of education and practical kindergarten occupations, in hygiene for little children, in German (particularly in the art of telling stories and in reading to children), in washing, ironing, darning, and in the use of the sewing machine.

The energetic, all-sided activity of this association overcame all opposition. In due time the magistrate and local administrative bodies opened not only their hearts but the public purse for the support of its kindergartens, and the province of Silesia has now not a city in which growing kindergarten work is not done by some missionary who owes her skill and her zeal to the training school at Breslau.

The kindergarten history of Hamburg is doubly interesting, partly because of the success of the movement and partly because of the part which Froebel and Madame Louise Froebel had in its development. The reporter owes most of his information concerning the work in this city to Madame Louise Froebel, Miss Margarethe Kroeger, and Heinrich Hoffmann, a direct pupil of Froebel. The letters of these friends are printed in the Appendix.

It appears that the first kindergarten in Hamburg was established by Madame Doris Lütkens. This lady, directress of a private school at Hamburg, had met Froebel and listened to his memorable presentation and defense of the kindergarten at Rudolstadt. On her return to Hamburg she made an enthusiastic plea for Froebel's educational ideas, and for his views on the mission of women, before the Woman's Association, and herself immediately, with the aid of Alwina Middendorff, opened a kindergarten in connection with her school. In the following year two additional private kindergartens were established, and the "Woman's Club," under the leadership of Mrs. Johanna Goldschmidt, invited Froebel himself to spend a winter at Hamburg, in order to aid in the training of kindergartners and in the establishment of new kindergartens.

Froebel accepted the call, but sent his friend Middendorff to precede him and to clear the way. In the latter part of September he arrived himself and labored faithfully until the spring of the following year, expounding his educational views in public lectures, instructing young women in the theory and practice of kindergarten work, tilling the soil for a rich and copious harvest which even the celebrated edict of von Raumer could not blight. He was much aided in his work by Dr. Wichard Lange, the affianced of Alwina Middendorff. This enthusiastic young teacher, who was destined to play an important part in the educational development of Germany, published several popular pamphlets in support of the new education, and undertook in January, 1850, the editorial management of Friedrich Froebel's *Wochenschrift*, which revealed Froebel's plan in many important details.

Froebel had the satisfaction of seeing the first fruits of his toil in the establishment of the third private kindergarten and of the first *Bürgerkindergärten*, not unlike the *Volkskindergärten* of other cities, but intended for less needy classes of the population. It was the first success of the kindergarten association, and opened in the spring of 1850 with 70 children, Froebel himself delivering the dedicatory address. Two other *Bürgerkindergärten* followed soon after. At present Hamburg has nine such kindergartens, each one with a capacity of about one hundred children, and conducted by a supervising kindergartner and several assistants. The expenses are defrayed from the children's fees, from the annual contributions of members of the association, endowments, and legacies. Each kindergarten is under the immediate care of six ladies and three gentlemen, and two gentlemen and one lady from each of these committees constitute the general executive committee which directs the entire work.

The fourth kindergarten was established in 1854 under the direction of Madame Louise Froebel. During the forenoons she devoted herself to the kindergarten; during the afternoons she instructed a number of young ladies in the theory and practice of the work. This led the central committee to the establishment of a school for the training of kindergartners in 1856. Madame Froebel was transferred to this school, to which she gave her energies until 1860, when she established a private kindergarten, transition class, and training school.

Another organization, the Froebel Association, conducts a flourishing kindergarten and a training school for young ladies who desire to prepare themselves for family kindergartens. Similarly the "Association for the Advancement of Industrial Activity among Women" has a kindergarten and a training school for kindergartners. A private training school of considerable note is conducted by Miss Margarethe Kroeger.

Since 1878 Heinrich Hoffmann has conducted a flourishing institution for the training of family kindergartners and nurse girls. Heinrich Hoffmann, a direct disciple of Froebel, had made his first attempt in the same direction at Hamburg in 1850. At this time he instructed forty young girls free of charge for two hours daily in the principles and practices of the new education; but the decree of von Rrumer interfered with his activity, inasmuch as he had not yet acquired citizenship at Hamburg and was, therefore, subject to Prussian laws. His own interesting letter, printed in the Appendix, will give additional details of the activity of this excellent man.

In addition to this, Hamburg maintains at present thirty to forty private kindergartens of a high character and a number of *Warte-Schulen* (day nurseries). In all of these kindergarten principles are at the helm. The children are received at 8 or 9 o'clock in the morning, and are kept until 6 or 7 o'clock in the evening. They receive their regular meals and pay from 3 to 16 cents per week.

On the whole, it seems that the cause is in good ways because it is in good hands. "There are, indeed," as Miss Kroeger writes me, "still many who oppose the kindergarten, even among teachers; a number of physicians, too, are hostile. They claim that the children are taxed excessively, or made precocious, or that they are exposed to infectious diseases, or play too much, etc.; but in spite of all this the cause of Froebel flourishes and thrives. Those who persist in their opposition do not take the trouble to visit a good kindergarten, else they would surely change their opinions, as so many others have done after a few hours stay in a good kindergarten."

In a spirit of much gratitude Madame Louise Froebel writes:

"If now we ask what has been the outcome of the last fifty years of toil and growth, the answer comes: Through the grace of God the outcome is most gratifying, and is strengthened and enriched from year to year. The little tree planted fifty years ago has been bent and torn by many a storm; but from every attack it rose with new vigor. The educational principles of Froebel have entered the family. Many unconsciously follow his guidance, and very, very many have clearly apprehended his teachings. The late development of homes of refuge for boys and girls are a necessary consequence of his efforts; indeed, their beginnings are found in his educational institutions. Should the spirit of love, of industry, of generous productive work become more generally diffused—as in the light of past experience we may well hope—Froebel's ardent hope to give to mankind peace, and joy, and freedom will surely be realized."

Perhaps no other city of Germany has done as much as Dresden to establish and diffuse the educational ideas of Froebel in their purity and far-reaching significance. Possibly, too, the kindergarten history of Dresden gains in interest from the fact that within its walls was established the first kindergarten, even before Froebel had found the name kindergarten and had opened his own "occupation school" (*Beschäftigungs-Schule*) or institution for the cultivation of little children (*Kleinkinder pflegeanstalt*) at Blankenburg. Adolf Frankenberg, who had shared the vicissitudes of Froebel's life at Willisau and had returned with him to the institution at Keilhau under Barop's direction, was the founder of this school. In 1838 he accompanied as guide and teacher 20 pupils of Barop's institute on a pedestrian trip to Dresden. He carried with him a few samples of the gifts Froebel had so far completed, the ball, cube, and cylinder and a box of eight small cubes. He explained the use of these things to Prof. Peters, an influential teacher. Prof. Peters became interested and convinced. He urged Frankenberg to return.

The latter reported this invitation to Froebel, who immediately decided to go with Frankenberg to Dresden and himself to present his ideas. Froebel's historians disagree materially concerning the issue of his direct effort. Some maintain that he failed to interest his audience, that his words were ill chosen, his presentation of the subject chaotic, that his illustrations were childish and ridiculous, and that he disgusted Queen Mary with his entire scheme, he retaining her after the close of his address and importuning her with endless volubility. Others praise the logical crystallization of his thought as presented in this memorable address and emphasize as facts that he convinced and inspired with enthusiasm the best among his hearers, and that the Queen was deeply interested and remained (of her own accord) after the address to ask for further explanations, and in thanking him praised his "beautiful and noble endeavors."

At any rate, Froebel was induced still further to expound his plan in the presence of a number of doctors, professors, and other lovers of science and education, and to visit with Frankenberg a noted day nursery where the latter for several weeks used the gifts with the children and secured the favorable judgment of many influential and philanthropic ladies and gentlemen.

Indeed, a number of these prevailed upon Frankenberg to remain in Dresden and to open an "occupation school" (*Beschäftigungs Schule*). Much annoying red-tape hindrance had to be overcome before legal concession for the continuance of the enterprise could be secured and Frankenberg's enterprise could become an insured success.

On the 19th of April, 1845, Frankenberg married Louise Hermann, who played an important part in the subsequent development of the Froebel work in Dresden; and two days later—on Froebel's birthday—40 little children, in festive array, bearing wreaths of flowers and led by Froebel and Frankenberg, marched from their old quarters to a new and more attractive school, where their new "auntie" received them.

Froebel began on this occasion at Dresden, and continued, in the winter of 1848, his agitation for the formation of educational associations, which subsequently did so much for Germany, and of which Dresden was destined to furnish a most notable example in the "General Educational Association" (*Allgemeiner Erziehungsverein*), whose history and constitution will be discussed later on.

Froebel's memorable visit to Dresden (1848) was due chiefly to the efforts of Madame Louise Frankenberg, by which she had organized for him a course of instruction for the training of kindergartners. This course was remarkably successful; a number of new kindergartens and training schools for kindergartners were established and Dresden became the chief center of kindergarten agitation, the Mecca of the Froebel worshipers, after Froebel and Middendorf had closed their eyes forever. In 1853 Dresden had three training schools for kindergartners, the most prominent of which was that of Bruno Marquart. A few years later Otto Kellner established, together with his wife, a similar institution, which has flourished down to our days under the genial direction of its founders.

A new impetus was given to the kindergarten propaganda when, in 1871, the baroness Marenholtz-Buelow made Dresden her home. She induced a number of influential public-spirited men and women to organize the "General Educational Association" (*Allgemeiner Erziehungsverein*), which was to have its headquarters at Dresden, but its members and branch associations in other places as well. Its aim was "the advancement of physical and intellectual (*leiblich-geistig*), religious and moral (*religiös-sittlich*), education in the homes and in public institutions." For this purpose it endeavored to arouse general interest in education, to diffuse correct views on the subject of education, and to advance education by the establishment of practical institutions—such as institutions for the higher culture of women, with speci reference to their universal educational vocation, institutions for the training of fessional educators of both sexes, kindergartens, school gardens, and other institutions for the education of the young. The immediate object of the association wa the establishment of a Froebel institute, which was to serve as a model for all similar institutions.

Membership is secured by individuals by the payment of an annual fee of 3 marks; by corporate bodies by the payment of 3 per cent of their regular annual fees, or by the payment of from 15 to 30 marks, according to the number of their members. Such associations may secure permanent membership by one payment of 150 marks.

The Froebel Institute was opened in 1872. Its chief work is the training of kindergartners. This is done in two departments. The first department comprises those who prepare for the directorship of kindergartens and those who would secure scientific preparation for the work of education in their own families. The second department is for family kindergartners and kindergarten assistants. The course of instruction for the two departments is practically the same, and lasts eighteen months. It comprises general pedagogics, theory and practice of Froebelian education, anatomy, physiology, and hygiene, natural history, with special reference to horticulture and the needs of little children, the elements of geometry, with special reference to the gifts and occupations, German language, the art of story-telling, object lessons, Froebel's mother and nursery songs and the finger games, theory and practice of the gifts and occupations, drawing in the network suggested by Froebel, singing, kindergarten games, and calisthenics. The tuition is 100 marks for the entire course. The expenses for material are estimated at 75 marks. The students are held to regular attendance at the *Volkskindergärten* school gardens, day nurseries, and at the children's hospital, where they observe the work done and furnish such assistance as may be required of them.

Students must be at least 16 years old, and must pass an entrance examination before admission. At the end of this course, a public examination is held and the students obtain diplomas which are signed by the officers of the Institute and by a royal commissioner who represents the state on these occasions.

An interesting feature of this course is the *Uebungsabend*, an evening set aside one or twice a month during the winter term, when students in the presence of the officers of the institute go through certain practical exercises with the children, display their own work, and in other ways report progress.

A third department of instruction receives young girls who desire to prepare themselves as *Kinderpflegerinnen*, children's nurses. The course for these lasts one year, and requires a fee of 24 marks, and an expenditure of about 25 marks for material. The subjects of instruction are: Physical care of little children, German story-telling, object lessons, Froebel's principles of education, occupations and movement games of the kindergarten, elements of natural history, domestic occupations (such as washing, ironing, mending, etc.). The members of this department, too, are held to regular attendance at kindergartens, day nurseries, and the children's hospital for observation and such assistance as may be required.

In 1881 the institute established the first Froebelian school-garden (*Schul-Garten*). The children who take part in this are received on Wednesday and Saturday afternoons, when school is closed, and practice drawing, modeling, cutting, and other occupations in advance of the kindergarten requirements. At the same time they are kept busy in the garden, make excursions to the fields and woods, and are afforded opportunities for games and calisthenic exercises.

The great value of the beneficent work of this institute appears from the fact that since its organization about 2,000 young women have graduated from its three departments, and have carried the gospel of Froebel into all phases of early child-culture.

Another beneficent work of the *Allgemeine Erziehungsverein* is the uniform organization of public kindergartens in the various districts of Dresden. Of these there are now seven in operation attended by about 600 children, under the guidance of ten directresses and a number of assistants. Each kindergarten is the special care of a district association which supplies whatever means may be needed to supply deficits in the income from monthly fees and the annual contribution from the *Allgemeine Erziehungsverein*.

For the guidance and emulation of these district associations the central association has drawn up ideal regulations concerning the character and management of kindergartens. These regulations require for each kindergarten two or three spacious rooms; one of these is to be used for the movement games, the others for the play with the gifts and occupations. Each occupation room is to be furnished with the necessary tables and benches and with two glass cases; in one of these the occupation material is kept, in the other the finished work of the children, curious objects, material for object-lessons, and the like. The walls are adorned with tables and pictures for the usual object lessons.

The garden—indispensable in a fully-equipped kindergarten—should afford a playground for the milder season, a sand heap for the smallest children, and space for a sufficient number of garden beds to be planted and cared for by the children.

Only carefully-trained kindergartners with sufficient experience should be employed as directresses. They should be at least 20 years old, of gentle disposition, irreproachable character, of pleasant voice, and sufficiently skilled in music to be able to use good methods in teaching songs and singing.

The number of pupils for one kindergartner should not exceed twenty, inasmuch as it is impossible for one person to afford the needed care and individual attention to a greater number of children. [The regulations, however, grant that financial reasons may compel the public kindergarten to exceed this number, but insist that in no case should more than 40 children be in the hands of one person. As soon as this number is passed an assistant should be employed. This assistant, however, should be as well qualified for her work as the directress. *In no case should young and inexperienced persons and persons without professional training be engaged for this purpose.*]

A general programme for the work is to be prepared by the proper authorities. But in its application the spontaneity of the children should in no way be sacrificed; nor should it be followed pedantically, but modified in accordance with the needs and desires of the children, the prevailing weather and season, and other conditions.

Great care is recommended with reference to order, cleanliness, ventilation, heating, the hygienic condition of the children, the use of occupation material, the proper length—or rather shortness—of exercises, and all matters that tend to preserve the mental and physical vigor and elasticity of the pupils.

Inasmuch as the *Allgemeine Erziehunzsverein*, through the agency of the Froebel Institute, has furnished the teachers of the public kindergartens and by its annual contributions to their support enjoys a directing influence in their administration, these kindergartens are steadily approaching the ideal set before them. Rudolf Benfey praises the unity of procedure in their work, and the fidelity and thoroughness with which each and all seek to carry out Froebel's directions in every phase of their work.

In addition to these public kindergartens Dresden has a number of private kindergartens, patronized by the children of the wealthier classes. Most of these are in excellent hands. They owe their superiority largely to the efforts of Mr. and

Mrs. Kellner, whose training-school for kindergartners aims to supply the wants and needs of this class of institutions.

The beneficent influence of the *Allgemeine Erziehunzsverein* is, however, not confined to Dresden, but extends to many of the larger cities of Germany, Austria-Hungary, to Switzerland, Italy, and England. The Froebel associations of Hamburg, Cologne, Kassel, of London and Manchester, are connected with it as branch associations, and many prominent names from different countries are found in its list of members.

BERLIN.

We are informed by Hanschmann, in his admirable biography of Froebel, that Madame von Marenholtz-Buelow, during her short stay in Berlin, in 1857, had founded an association for the advancement of Froebelian methods in education. Although no kindergartens could be established because of the hostile decree of von Raumer forbidding their establishment, much was done by this association to diffuse better notions concerning kindergartens and, possibly, to prepare the way for the abrogation of the decree in 1860. In 1861 Madame von Marenholtz made Berlin her home. She found that the association had ceased to exist and had transferred its interests to an "Association of Ladies for the Advancement of Froebelian Kindergartens," which had been formed in 1859. She was made honorary president of this association, and assisted in the establishment of the first two *Vereins Kindergärten* (association kindergartens), and of the first *Volkskindergärten.* This name was suggested by her for kindergartens, not unlike the *Bürgerkindergärten* of Hamburg. According to her own statement, however, she found the "Ladies' Association" inadequate for her purposes, and founded in 1863, with the aid of Professors Gneist and Virchow, Dr. Tappenheim, Inspector Poesche, and other prominent persons, the *Verein für Familien- und Volkserziehung* (Association for Domestic and Popular Education). This association had added to the aims of the Ladies' Association, the establishment of schools for the training of kindergartners, children's nurses (*Kinderpf-legerinnen*), the discussion of educational problems, and the diffusion of sound educational principles.

In 1874 the two associations united under the common name of *Berliner Froebel-Verein* (Berlin Froebel Association) and formulated their purposes as follows:

The association will labor to advance a form of education that cultivates and strengthens mind and body, particularly in accordance with the principles of Frederic Froebel. It will seek to accomplish this by instructing women in their calling as educators, by establishing and maintaining kindergartens, by training teachers for the same, by training children's nurses for families, and by introducing these educational principles in existing day nurseries.

In 1876 this association conducted 8 *Vereinskindergärten* for children of well-situated parents, and one Volkskindergarten for children of poorer parents. The number of children in attendance in the former was about 400; the *Volkskindergarten* was attended on an average by 75 children. In 1888 the number of *Vereinskindergärten* had been reduced to five, with an average attendance of about 150 children; in the *Volkskindergarten* the average attendance had been reduced to 50 children. Dr. Pappenheim, the director of these kindergartens during their existence, sees in this decrease a symptom of success. He ascribes it to the establishment of kindergartens by local associations, by schools, by enterprising kindergartners, and by families, who unite for the purpose of maintaining a "family kindergarten" for their own children. However, a second *Volkskindergarten* was opened in 1889.

In 1890 the municipal authorities granted the society pecuniary assistance for the conduct of the two *Volkskindergärten,* on condition that provision be made for the children of needy parents. Consequently, while the society maintains the hours from 9 to 12 a. m. and 2 to 4 p. m. as the regular kindergarten hours, it admits children whose parents work away from home at 8 a. m., permits them to remain until 7 p. m., and gives them their meals for 10 pfennige (3 cents) a day. In order to meet these additional requirements the number of kindergartners employed has been increased.

A second enterprise of the *Froebelverein* is the training school for kindergartners under the direction of Inspector H. Reinecke. The course lasts one year. It comprises pedagogics (general and Froebelian), kindergarten occupations and games, natural history, hygiene and calisthenics, singing, rudiments of geometry, and methods of elementary teaching. The hours of instruction (twenty per week) are in the afternoon. On three forenoons each week each student is assigned to a kindergarten, where she observes the work and assists according to directions from the regular teachers. Students must be at least 16 years old and must have a fair school education, more especially in the knowledge of German language and literature, in the history of Germany, and in singing. Students pay an entrance fee of 5 marks, and thereafter 27 marks quarterly for full work. Since 1888 the school admits to its lessons young women who do not care to become kindergartners, but who, for their own fuller education, desire to acquaint themselves with Froebel's principles and practice.

The third institution established and maintained by the association is the *Kinderpflegerinnen-Schule* (school for the training of children's maids and nurses). This school also is under the direction of Dr. Pappenheim. Its object is, in the words of Froebel, "to train young girls so that they may afford the housewife needed help in her domestic duties and relieve the mother by assuming the nurture and education of the little children." This school was first established in 1864 as a Sunday school, in which ladies of the Froebel Association taught gratuitously.

In 1868 the association found an energetic colaborer in Director Zelle, of the municipal orphan department. A regular school was organized with a six months' course. During three hours (2 to 5 o'clock) in the afternoons the pupils were instructed in the use of the gifts and occupations—including peas work and clay modeling, in the rudiments of educational science, and in the manual arts of the home. During the forenoons they assisted, under suitable direction, in the Municipal Orphans' Home in housework and in the care of little children, or they were sent for similar work to some *Volkskindergarten*. At the same time they were permitted to visit the "crèche" of Dr. Albu and the children's hospital, where they might learn to nurse sick children.

In 1869 the municipal orphans' department established an independent school of this character for orphan girls, and the association continued the general work alone. Gradually the course was extended to one year and the curriculum was correspondingly enlarged by additional instruction—the Froebel occupations, reading, writing, arithmetic, and in the use of the sewing machine. The number of weekly hours of instruction rose from twenty to twenty-two.

In 1889 the school had 53 pupils, and its list of graduates had risen to 600. Pupils pay an annual fee of 36 marks and 6 marks for material used in instruction and practice. On the other hand the wages of such girls, which in 1868 varied between 80 and 120 marks annually, had risen to a minimum of 135 marks and a maximum of 180 marks annually.

Fichte-Kindergarten.—A typical history, which reveals much of the characteristic tendencies of the German mind with reference to this movement, is that of the Fichte-Kindergarten. Its foundation was determined upon by the district association "Moritzplatz" as a suitable testimonial of devotion to Fichte, the great rege~~nerator of German~~ popular education, on the occasion of the celebration of his one hundredth anniversary in the spring of 1862. On the 3d day of November of the same year it was opened with 3 children; in May of the following spring the number had risen to 50. The monthly fee of 1¼ marks was, however, too high for the children of the working people; hence the fee was put on a sliding scale in accordance with the means of the parents, and children were received for both forenoon and afternoon sessions. At last in the spring of 1865 a special association, the *Verein für den Fichte Kindergarten* took charge of the institution and transformed it into a *Volkskindergarten*. In this form it has continued to this day through many vicissitudes of fortune, arising chiefly from the fact that for lack of means it has been compelled "to live" in rented quarters, which it was always difficult to retain and a few times even difficult to secure. In 1881, externally the most prosperous year of the association, its membership had risen to 170, the number of registered pupils reaching the monthly average of 106. These were taught at an expense of 3,060 marks. The monthly tuition fees (varying from one-fourth mark to 4½ marks per child) amounted to 1,327 marks for the year, so that the association had to make up a deficit of 1,733 marks. In 1889 the number of members was 137, the monthly average of registered children 72. They were taught at an expense of 3,030 marks. The monthly tuition fees (varying from one-half mark to 3 marks per child) amounted to 1,040 marks for the year, so that a deficit of 1,990 marks had to be covered. Undoubtedly the decrease in attendance and membership is due here, too, to the foundation of additional kindergartens of all descriptions.

Much opposition had to be overcome with reference to the curriculum. Inveterate prejudice, nurtured by the school and by the day nursery or infant school on the English model, looked upon reading, writing, knitting, and other "useful" occupations as of chief value. All these, however, remained persistently excluded. At the same time the association spared no pains to show in its reports the superiority of Froebel's plan. Thus we read in the report of 1867:

"The school and the kindergarten have different tasks. The kindergarten should not anticipate the work of the school, but only by all-sided development of the child prepare the way. If in this direction we may express hope with reference to our institution, it would be that of being able in due time to give to our kindergarten that degree of inner and outer development that children might remain with us for a longer time than is now possible. At a time when education knew no other means of early culture than those of the primary school, it was proper and necessary to place the lower limit of school age at 6 or 7 years. But now, since the genius of Froebel has found new ways, the friends of the kindergarten can not fail to see that possibly the means of Froebel might suffice for even a longer period; that the deferring of reading, writing, and arithmetic to a later period, when the child is steadier and stronger, would yield good results with less effort and more readily."

The report of 1869 discusses the question more at length. This report recognizes the indispensable value of reading and writing, but does not grant the necessity of beginning with it at too early a period. It continues: "Have you never heard of efficient and great men who learned to read and write in their twentieth or thirtieth year? Are there not, indeed, nations who formerly accomplished much in commerce and manufactures, in art and science, in war and diplomacy, although but few could read and write? And are there not to-day thousands of men efficient in their vocations who know little of reading and writing or make scarcely any use of it? * * * Whence, then, comes the efficiency of these, if it is not due to the arts of reading and writing?

"This question is easily answered. Eye and ear, hand and foot, are the media through which man learns the most and many things most thoroughly. It is by seeing, hearing, and going himself, and above all, by doing, by producing himself, that man obtains his best knowledge and his best powers. You may tell a man ten times how a wagon or a plow looks, and his knowledge is not half as satisfactory as when he sees these things once. He may many times read in a book how a seed is to be laid in the ground and carefully tended when it has sprouted, and he will not understand the matter half as well as when he does it once himself. Self-doing is the best means for the culture of man. His understanding and his hand learn most by self-doing, and his industry, his conscientiousness, the knowledge of his own power, respect for the industry and property of others, self-control and persistence, cheerfulness of disposition are not by anything so well cultivated as by self-activity.

"Everyone admits that this is true of grown people, but it is true in a still higher degree of the little children. The little child is, as it were, from the day of its birth, all eye and ear, hand and foot, full of inner unrest, and yearning for occupation and activity. A self-active child is contented, is well behaved; a self-active child grows constantly in experience and knowledge, in skill and expertness, in diligence and perseverence; it is cheerful and without whims, sympathetic and helpful; it is maturing internally, gradually but surely, and, what is most important, without precocity and presumption in thought, speech, and learning; finally nothing so keeps a child in bodily health and mental vigor as does varied creative activity.

"* * * Yes, you say, but how about reading and writing? Writing? The child must learn to walk before it can skip and run; similarly, it must first learn to draw and then to write, for writing is only a particular sort of drawing. And reading? Why, indeed, should a child learn by reading how a house, a right angle, a horse, a plow looks, what the farmer and miller do, how the bee and the dove saved one another's life, or about Snow-White and Red-Riding-Hood? Why not rather hear about these things, and, so far as feasible, see and do and represent these things? Will not these things be to him in these ways clearer, more living, and more impressive than reading about them could make them?"

The efforts of these associations to instruct the public concerning the meaning and value of the kindergarten and to obtain the active coöperation of the home in their work are unceasing. These efforts are quite instructive to us who are so prone to delegate all these things to ill-chosen boards of education; they explain much of the superiority of German and Swiss kindergarten instruction over what goes by the same name in France and even in Belgium.

By way of illustration an additional extract is here added from a public address by Dr. Ritter, printed in the society's report for 1888:

"The kindergarten would not intrust to mere chance the preservation of the natural vigor of children during the three years when they are largely left to themselves awaiting school age, but it affords thoughtful and systematic means to aid in the preservation of the child's health and, if need be, to restore it; at the same time it nurses the hope that its principles and methods may find introduction into the family, so that their salutary influence may continue to be applied in the home." The address then continues to contrast the aimless and inconsistent home treatment of exclusive home education with the thoughtful and methodical procedure of the kindergarten; shows that far from depriving the mother of a portion of her educational mission it instructs and encourages her in its fulfillment; far from entailing estrangement between mother and child, it intensifies their mutual instinctive love by adding to this a mutual intelligent appreciation; far from depriving the child of its only period of full liberty it preserves this from degenerating into lawless license, which is the very worst slavery.

The address then points out its value in social education: "In the kindergarten children find companions of their own age, whom they instinctively seek. Many of these have already learned to obey the kindergartner with alacrity, and thus the newcomers soon are lifted into a degree of docility to which at home they were strangers. It is a common observation in the kindergarten that without artificial straining it converts even excessively turbulent and self-willed children in a short time to natural childlike vivacity and adaptability, and removes apathy as by magic.

"Thus the kindergarten becomes, indeed, a garden where the children are not merely kept, but, like tender plants, by an intelligent gardener, are carefully nurtured by intelligent and devoted love. In the kindergarten the child's instinct of activity is lifted without forcing into an eager desire for purposeful occupation. Clay-modeling, weaving, building with blocks and sticks, trains and exercises the muscles of the hand, and, inasmuch as each occupation lasts for only a short time, the eyes are not strained but themselves suitably trained, and song, which adds to the children's joy and cheerfulness, affords at the same time an exercise for the ear and development for the lungs.

"However, the kindergarten aims with these games and occupations at hygienic advantages of a still different sort. Froebel has shown that the child will learn most thoroughly the things that most enlist his interest and excite his curiosity. Now these things are not accomplished, as has been thought heretofore, by the mere showing of things on the part of adults and mere observation on the part of the children, but rather by permitting them to represent and to make things themselves. Thus, the child learns much about a bird by embroidering its outline or by drawing it on his slate, and without formal or forced instruction. Similarly, the child in building with its blocks tables and chairs learns from the occasional directions and remarks of the kindergartner the significance of right and left, of corner, face, and edge. In stick laying and weaving the child becomes familiar with numbers without formal instruction in arithmetic; and in a similar fashion it learns to distinguish plants, animals, and stones without formal lessons in natural history."

Such efforts on the part of the people to supply deficiencies in governmental work in matters of education can not fail in due time to lead the nation to higher intelligence, deeper morality, and fuller liberty.

Pestalozzi-Froebel Haus—The efforts to realize Froebel's ideals which have been so far described, with the exception of those made in German-Switzerland, have a more or less obvious leaning towards the ways of the school. It remains for us now to give an account of a brilliant experiment to render the spirit and ways of the family supreme in the work of the kindergarten. Possibly the desire to correct an unquestionable abuse renders the eminent experimenter extreme in the opposite direction; possibly she thinks it desirable to do this in order to enable others to find some true golden medium.

The experiment referred to is made again at Berlin, and the eminent leader of the work is Madame Henrietta Schrader, *née* Breymann. Madame Schrader is a direct pupil of Froebel. Up to her marriage she conducted a well-known girls' school and kindergarten at Wolfenbüttel. In 1871 her husband's business made it necessary that they should take up their home in Berlin. Here she took at once a deep and active interest in the kindergartens, more particularly in the *Volkskindergarten* of the district in which she lived. This institution was at the time in a dormant condition. Through her efforts the association that had conducted it was reorganized, grew in interest, numbers, and activity, and soon entered enthusiastically into her plans. It assumed the name "Association for the advancement of *Volkskindergärten* and *Volkserziehung* of the southwestern Friedrichstadt" (the name of the district). She called to her aid a gifted friend and pupil of hers, Miss Annette Schepel, who took charge of the kindergarten; she herself opened a course of lectures which, in the course of time, developed into a training school for kindergartners and childrens' nurses, and added from time to time other valuable features to the work of the association. In 1880 a few wealthy members of the association bought the house 16 Steinmetz-Strasse, which to-day is the Pestalozzi-Froebel House, and harbors the philanthropic longings of its founder.

This institution comprises at present the following departments:

(1) The *Volkskindergarten*, with four sections.
(2) A transition class.
(3) A primary class.
(4) A school for sewing and mending.
(5) A bathing establishment for children.
(6) A training school for kindergartners and nurses (*Kinderpflegerinnen*).
(7) A home for friendless girls.
(8) A cooking school.
(9) A commission for the advancement of hygienic living among the poor.

The *Volkskindergarten* is situated on the first floor of the building, in four departments of not more than twenty children each. This limited number of children affords ample opportunity for individual treatment of the children and for the maintenance of the "family spirit," which is a characteristic of the work of this institution. Each division is in charge of a competent kindergartner, who is variously aided by visiting members of the training school connected with the institution. A somewhat detailed account of the work in the *Volkskindergarten* will be found in the appendix.

From the kindergarten the children pass in their sixth year of age to the transition class, and from this to an elementary or primary class. In these classes the children are gradually introduced into the aims and ways of the school.

Much stress is laid upon the various needs and arts of home industry. The children assist in the cleaning of the rooms, the washing of windows and doors, the care of the house plants. They scrub the little wooden boards on which their luncheon is served, and do all kinds of domestic chores. The girls busy themselves with the laundry of their dolls; the boys repair paper hangings, pictures, and broken playthings.

Even after their transfer to the regular school the children return to the Pestalozzi-Froebel House during certain afternoons of the week. On these occasions the girls are taught mending, darning, and plain sewing; the boys learn to weave rugs from straw or rags, to make baskets, to do all kinds of cardboard work, and to handle the carpenter's tools.

The school for the training of kindergartners consists of two departments.

The students of the first department must have passed through a secondary school for girls and possess good health. They pay an entrance fee of 3 marks, and 25 marks quarterly (foreign students pay a quarterly fee of 75 marks). The subjects of instructions are hygiene, pedagogics, history of education, kindergarten theory and practice, natural history, rudiments of geometry, German, drawing, singing, calisthenics, the arts of housework and home gardening, observation and practice in the schools of the institution.

The course lasts from one to two years, according to the state of progress of the respective students; and graduates, according to age and culture, are supposed to be fitted for educational work in homes and kindergartens.

The students of the second department must have a fair common-school education and be in good health. They pay an entrance fee of 3 marks and a quarterly fee of 15 marks. Their course of instruction is on the same general lines as that of the first department, but much more limited. It lasts from one to two years and fits its graduates to become assistants in kindergartens and in home education.

Of late a third department has been added for persons who have passed through a course of normal kindergarten training and who desire to fit themselves for teaching in training schools. This course lasts from six to twelve months and requires a fee of 60 marks for six months or of 100 marks for the year.

In 1889 the training school had fifty-five students. Of these thirty-six were in the first and nineteen in the second department. Financially, the institution seems to be in a fair way of becoming self-supporting. With an annual expenditure in 1889 of nearly 35,000 marks, its deficit to be covered from existing funds amounted to not quite 4,000 marks.

Other instructive details of this remarkable institution will be found in the appendix.

APPENDIX A.

The following notes were sent me by Froebel's widow, Madame Louise Froebel, who resides at Hamburg:

On the 28th day of June, 1840, Froebel celebrated at Blankenburg, in Thuringia, the inauguration of an institution for the cultivation of children; a German kindergarten, founded by women of Germany. After his inaugural address the children, who had been taught for some time by Froebel, engaged in plays and occupations. Subsequently kindergartens were established in many places. Froebel instructed the kindergartners and engaged much in missionary activity in order to prepare the ground for their work.

Madame Doris Lütkens, at Hamburg, a generous friend of childhood, had been gained for this holy work by Froebel's writings and established the first kindergarten at Hamburg in connection with her private school in 1848. In the following year two additional kindergartens were opened, and an association of ladies induced Froebel to spend a winter at Hamburg in order to train kindergartners and to present his educational principles in public lectures. In May, 1850, the first *Bürgerkindergarten* (citizens' kindergarten) was opened by Froebel. Soon two others followed. Froebel followed the progress of the work with great joy. During his sickness Middendorff came to him with reports from Hamburg which gave him much joy in his sufferings. After the death of Froebel and Middendorff I went first to Dresden, in order to serve the cause with all my strength. However, in consequence of the prohibition of kindergartens in Prussia, and a similar disposition at Dresden, I was not received with favor, and I found it difficult to obtain a permit of residence. In the fall of the same year (1854) a fourth *Bürgerkindergarten* was to be opened at Hamburg, and I offered to assume its direction. The kindergarten kept me occupied for a few hours in the forenoon, so that during the afternoons I was at liberty to instruct a few girls, an opportunity which was embraced with alacrity by the kindergarten assistants.

Two years later the executive board of the *Bürgerkindgärten* established a training school for kindergartners, in which I taught with a number of others.

In the meanwhile a Froebel society had been formed, and this society also established a training-school for kindergartners which was always well patronized; its graduates mostly took charge of children in families and did much to render these favorable to our work.

In 1860 I established a kindergarten for the children of the wealthier classes, with which a few years later I combined a transition class in order to gratify the parents of my pupils. During the entire period I continued my efforts to train kindergartners. Among my students there were a few Russian ladies, and at their request I spent a few months at St. Petersburg in order to aid in the establishment of the work in that city.

I do not know how many children I instructed in the course of years, but I have the great satisfaction of meeting many of my former pupils who are now citizens and parents active in the service of whatever to them is true, beautiful, and good.

In my sixtieth year I was compelled by ill health to give up my own kindergarten, but was still able for a number of years to work for the *Volkskindergarten* and for the training school. At present the excitement and noise of large assemblies is too severe for me, yet I have the good fortune of meeting little ones in families and of being greeted by them with manifestations of cordial affection.

If now we ask what success has crowned the labor of the past fifty years, the answer, through God's grace, indicates remarkable growth, increasing from year to year. The tender tree planted in 1840 had to bear many storms and other hindrances, but has always been strengthened by these things. The educational principles of Froebel have taken root in the families; many unconsciously follow his guidance, and very many heed his instructions with intelligent appreciation of their value. The efforts to establish homes of refuge for boys and girls are a necessary consequence of our endeavors; indeed, they existed in their rudiments in Froebel's institute.

If, as in the light of past experience we have a right to hope, the spirit of love, of industry, and of generous creative work will become more and more general, Froebel's desire to bring to mankind peace, joy, and freedom will be fulfilled.

APPENDIX B.

The following notes were sent me by Heinrich Hoffmann, a direct pupil of Froebel, now residing at Hamburg:

In 1848 an article written by Mme. Doris Lütkens directed my attention to Froebel and the kindergarten. I paid a visit to the kindergarten established by this lady at Hamburg. Following her advice I applied to Froebel. He received me at once as one of his pupils, and in the fall of 1848 I went to Dresden to receive his personal instruction. This was a great event for me. Henceforth my whole life was devoted to childhood as a whole. The mighty enthusiasm, the wealth of thought amazed his hearers, although he seemed to labor to find the right expressions for his revelations. Never again have I found so indefatigable a worker. From 9 o'clock in the morning until 10 at night he taught the various sections of the school and limited the time for his personal wants to a minimum. At 10 o'clock, when the weather was favorable, he loved to invite us for a walk. These were precious hours * * * When afterwards we had retired to rest, our master worked until 3 or 4 o'clock, and worked and studied about new forms and arrangements, songs and games, and whatever else might enrich the children's mind and heart or enhance their vigor.

In the spring of 1849 the work at Dresden came to a close. On the 4th of July of the same year, I opened the second kindergarten at Hamburg, and, at the invitation of several ladies, Froebel came in the fall of that year to Hamburg, in order to conduct a six month's course. Many influential men and women of advanced culture were gained for the cause, and when Middendoff, with his wonderful power of speech, had kindled the fire of enthusiasm in every heart, a brilliant success seemed assured. Although much disappointment and sorrow came to the venerable master, he had nevertheless the satisfaction of witnessing the opening of a *Bürgerkindergarten*, to which subsequently many others were added.

My efforts were directed to the educational needs of the family, on the one hand the kindergarten, on the other hand the training of girls for the work of education. At first I instructed young girls for two hours daily in order to prepare them for the requirements of the nursery. As this was a gratuitous work, I secured in a short time 40 pupils. To me personally this afforded valuable practice in the art of presenting even highest educational truths in a simple and intelligible manner, even to persons little skilled in thought. Unfortunately a serious interruption intervened in this. The kindergartens were prohibited in Prussia, and, not being a citizen of Hamburg, I was consequently compelled to leave the city. For a year I went as a peripatetic teacher from town to town in Hanover: Hanover, Hildesheim, Elze, Gronau, Goettingen, then Bremen and Oldenburg. In all of these I delivered courses of lectures in which I presented the method of Froebel, established kindergartens, instructed young girls in the work, and labored to meet the accusations and misunderstandings that beset the cause.

In 1854 Prince Albert opened a universal educational exposition in St. Martin's Hall, London. A request to take part in this induced me to venture upon the journey well provided with material kindergarten work and means for illustration. I was assigned a prominent place and could display my things to advantage. The success was greater than I had anticipated. Unfortunately I was not an adept in the English language, but my material helped me out, and from 9 o'clock in the morning until 8 at night I was surrounded by groups of hearers to whom I attempted to furnish a general outline of the idea. I had intended to return after the close of the exposition, but Lord Shaftesbury, Kinnaird, Dr. Playfair, and others induced me to remain. I found a field of work in the Home and Colonial Society, in the Wesleyan College, and in a number of noble families. The interest grew steadily. * * * I remained in London for seventeen years, but in 1871 I returned home. At first I established myself as teacher of English at Altona, but soon I gave my energies wholly again to the work nearest my heart. Since 1878 I have conducted six month's courses in which young girls are trained for the educational requirements of the nursery, as well as a flourishing kindergarten.

A few years ago I was requested by Joseph Hughes to write a biography of Froebel for his "Practical Teacher." This I did, and he published my manuscript in the years 1883 and 1884.

APPENDIX C.

THE MONTHLY SUBJECT IN THE KINDERGARTEN.

Madame Henriette Schrader, the genial founder of the Pestalozzi-Froebel House at Berlin, makes much of what she calls the *Monatsgegenstand* (monthly subject or subject for the month) in the kindergarten. In one of her reports (1890) she furnishes an instructive illustration of this. The subject chosen is the pine tree.

For the smallest children of the kindergarten it furnishes material for play. The kindergartner on the first morning brings to the little ones—3 to 4½ years old—a covered basket filled with pine sprays. After the children have examined them and admired them, they plant with their aid and some sand a pine forest. This is filled with animals from "Noah's ark." The kindergartner rapidly fashions from wax a squirrel which visits all the children and leaps nimbly from tree to tree. Suddenly it begins to snow, small pieces of white paper fall upon the trees, the squirrel hides himself in one of the trees, and the animals, too, seek suitable shelter. The children sing a suitable song.

On another day the kindergartner brings pine cones for the play. Some of the children fill the scales with sand and stick small leaves and flowers into this. The cone is smoothed off on one side with a knife, and the charming bouquet is presented to one of the assistants. The other children transform pine cones into horses and cows and build a stable for them from blocks, or manufacture wagons, to which the horses are hitched. The children express themselves freely and during the play learn many things about the pine tree and its uses.

The second division—4½ to 5½ years old—had planted small pine trees last spring, and these have been carefully nursed by the children. In the month of December these pine trees and whatever else the children may have seen and heard about pine trees, become the subject of earnest and frequent instructive conversations, and the central figure of songs and games. Pine trees and pine cones are drawn with the help of stencils and suitably colored. Pine cones are adorned for the Christmas tree, and fashioned from clay, and all culminates in the story of the Christ-child and conversations on the significance of Christmas.

In the transition class children 5½ to 6 years old learn to express their experience and knowledge in regular correct sentences. Thus, after a visit to the botanical gardens, they are led to say: "The pine tree is dressed in green. The leaves of the pine tree are called needles. The pine tree stands quite straight. The pine cones are brown. In the pine tree there are many small tents. In these tents the seeds are sheltered, etc." In the occupations, too, connected with the subject everything is done more systematically than in the kindergarten proper.

Bertha Meyer, author of "From the Cradle to the School," gives a full sketch of a day in this institution. We take the following notes from this: At 9 o'clock all the children of the kindergarten assemble in the large play room. The kindergarten designates two children from each division, who, while the rest are engaged in their movement games, arrange the occupation material in the respective division rooms. These children hold the office for a week. After the games comes roll call, and at 9:30 each kindergartner marches her division into the music room, where transition class and primary class assemble at the same time. Here all sing a simple morning prayer. Only the smallest children, 2½ to 4 years old, are excluded from this and remain in the play room. Thereupon all children return to their respective occupation rooms and the day's work begins.

The division of the smallest children, too, had its two arrangers. Let us stop with these at first. We notice that the playthings of the nursery are not banished from their room. We see here dolls, dolls' beds and carriages, cooking utensils, a Noah's ark, hollow forms for the sand game, a railroad, and many other things. Frequently they may use these things as they please, yet at other times much is prudently withheld. One of their regular occupations is stringing of beads. During this time they are told a story or sing a song, or give vent to their own fancies in free conversation. Here a bead strung on a thread plays varied parts. Now it is a bell, swinging to and fro, now a locomotive puffing noisily away. The various colors of the beads enable the children to discover many instructive distinctions among them. Thus they vary song and work until the time is past. Another favorite occupation is the sand game. The children fashion, with the help of their hollow sand forms or suitable kitchen utensils, a variety of things from moist sand, cooking ranges, all sorts of cakes and pastry, or they make little gardens, which they adorn with real flowers or pine sprays, or with paper trees and birds which the upper divisions have made for them. Another occupation is the drawing out of threads from coarse woolen rags. These threads they tie into dolls, little birds, or mice, or they make brooms with them, or lay them loosely into a small basket or clay saucer to represent the nest of birds or mice, or they manufacture them into small beds for dolls cut from paper or wood.

However, after the very first occupation the signal for luncheon is given. The children march again to the large play room. In the meanwhile the two little helpers place at each seat a small round piece of board upon the table, and on each of these boards a small slice of bread and butter is laid and cut into small pieces. When all preparations are made the children march back to luncheon amid suitable calisthenic exercises. After breakfast the children again repair to the play room, while the little helpers clear the tables and prepare for the new occupation.

This lasts until 11.45, when the children are dismissed to their homes, with the exception of those whose mothers work away from their homes, who receive their dinner at the kindergarten. These remain under supervision during the entire noon-recess, and should they feel tired they take a nap on mattresses provided for this purpose. The afternoon session lasts from 2 to 4 o'clock and is spent chiefly in free play or movement games.

Let us turn to the other divisions. In the Froebel occupations the children are not allowed to do as much as in other kindergartens. The more difficult and delicate work is reserved for the transition class and the primary class, when they do not strain the nerves and eyes excessively. Geometrical terms, too, are avoided in the kindergarten and are consigned to the advanced classes. The squares on the network are called boxes; the vertical and horizontal lines in drawing have various names, as remote resemblance or fancy may dictate, such as soldiers, handkerchiefs, etc.

Much stress is laid on intelligent intercourse with nature and on the activities of daily domestic life. Subjects for instruction are chosen chiefly from nature and in accordance with the seasons. Thus, in March, the lessons and plays dealt with pease, lentils, and beans; in April, with violets and spring beauties; in May, with some prominent May-blossoms and the bird-tree; in June, with grass and cereals; in July, with chickens; in August, with bees and butterflies; in September, with water; in October, with the apple tree and ivy; in November, with the mouse and baked apples; in December, with the pine tree; in January, with the joiner and what he makes from pine; in February, with the titmouse, etc., according to choice or opportunity.

In the transition class the work in the Froebel occupations is gradually combined with the rudiments of school work. Instruction begins at 8.30. In writing they learn to make simple letters; in arithmetic they analyze numbers, with the help of sticks and lines, from 1 to 5; in German they learn to form simple sentences and to analyze them into words and these into syllables; in drawing they draw from stencils the outlines of right triangles, squares, etc., and fill these with lines; they learn to recognize angles and to draw them; in home geography they learn to know the cardinal points of the compass and the directions in which to find familiar buildings and localities; they observe the position of the sun and other similar facts. They measure the schoolroom and distances of objects from each other, and make a ground-plan of the house and its contents. They become familiar with native plants and animals.

For religious instruction they are told the stories of the Old Testament, and shown pictures of incidents connected with the stories. In music they learn to recognize and keep time with the aid of "orchestral performances" on triangles, castanets, tambourines, and trumpets. In the primary class these things are done more and more fully in the ways of the school.

APPENDIX D.

STATUTORY REGULATIONS FOR AUSTRIA CONCERNING KINDERGARTENS AND INFANT SCHOOLS.

A.—KINDERGARTENS.

(1) The purpose of the kindergarten is to aid and supplement home education during the earlier years of childhood, and, consequently, to prepare the children for public school education (*Volks-schul-unterricht*) by systematic training of the body and of the senses, as well as by appropriate culture of the intellect.

(2) The means of kindergarten education are to be found in occupations which develop the creative and formative instincts, in movement games with or without singing, in conversations about things and pictures, little stories and poems, and light garden work. All instruction peculiar to the school is strictly excluded.

(3) Children may not be admitted to the kindergarten before they have entered on their fourth year, and they must be discharged therefrom, in accordance with the imperial school law of 1879, at the close of their sixth. Within these limits they may be received or discharged at any time, as their parents or guardians may desire. Children troubled with afflictions that are fraught with danger to other children shall not be received in kindergartens.

(4) Kindergartens may be established by provinces, school districts, municipalities, associations, as well as by any self-dependent private individual of good character in accordance with the conditions set forth in sections 5 to 16.

The establishment of such institutions requires the approval of the provincial school authorities.

Kindergartens establised by provinces, school districts, and municipalities are public kindergartens; those established by associations and private individuals are private kindergartens.

(5) The kindergarten may exist alone or in connection with a public school (*Volksschule*). It occupies the children daily, except on Sundays and holidays, for two or three hours in the forenoon and two hours in the afternoon. Arrangements, however, may be made to receive children for the remainder of the day for supervision and board.

(6) The number of children in the care of one person shall not exceed 40.

(7) The rooms destined for kindergartens must be safe and easy of access; must have a perfectly healthy location, good light, and ample opportunities for the unhindered movements of the children. In addition to suitable rooms, there must be a sufficiently large, cheerful, and adequately sheltered space for play and movement in the open air. Exceptions may be made only in large cities and in private kindergartens.

(8) The kindergarten must be provided with the necessary apparatus for occupations and instruction, the requisite number of seats and benches, tables ruled with networks, and suitable arrangements for the bodily needs of the children.

(9) Every kindergarten must be conducted in accordance with regulations and a time-table adapted to local needs.

(10) The founder is responsible for the external condition, the director (or directress) for the pedagogical guidance of the kindergarten.

(11) The direction of a kindergarten connected with the *Volksschule* shall be in the hands of the director of the school. The directors (directresses) of independent kindergartens must enjoy a good moral character, must be 24 years old, in possession of the certificate of graduation from general common schools, and must show that they have familiarized themselves with the nature of kindergarten education by attendance (as observers) for at least three months in a good kindergarten. Only in cases where other proof of the requisite pedagogic attainments can be furnished, the minister of public instruction may dispense the candidate from the certificate of graduation.

(12) The practical training in the kindergarten, and the intercourse with the children, are to be placed in the hands of kindergartners which can furnish the required proofs of competence for this work (§§ 20-23). The directress, if she furnishes proof of possessing the required competence, may also be kindergartner.

(13) Any vigorous and intellectually normal person of unquestioned morality may be attendant (*Wärterin*) in the kindergarten.

(14) The engagement of the director (directress), of the kindergartners, and attendants is to be made by the founder on approval of the district school board. The founder will also determine the extent of the fee to be paid for attendance at the kindergarten.

(15) The district school board shall be informed of all contemplated changes in the management or conduct, as well as in the location, of the kindergarten.

(16) The public shall be permitted at all times to visit the kindergarten, provided previous notice is given of such visit.

(17) The kindergartens are under the supervision of the regular school authorities. The pedagogic supervision is within the duties of the imperial district school-inspector. In other matters the public kindergartens are under the supervision of the local authorities, the private kindergartens under the supervision of the district authorities. The local authorities may appoint a committee of ladies for the immediate supervision of any public kindergarten. This committee shall then visit the institution from time to time, and report to the local authorities the needs of the same.

(18) Kindergartens which fail to observe these regulations or show defects that prevent the attainment of their legitimate purpose, shall be closed by the provincial school authorities.

(19) For the training of kindergartners, in so far as this is not done by public normal schools for female teachers, special courses shall be established in some of the schools.

(20) Certificates of graduation, showing that the candidate possesses satisfactory theoretical and practical knowledge of the kindergarten, entitle the holder to become a kindergartner.

(21) Besides these special courses in public normal schools for female teachers, training courses may also be combined with well-conducted public and private kindergartens, with the consent of the minister of education. Such schools may be granted by the minister the privilege of issuing certificates that shall be valid throughout the state on condition that the curriculum shall not differ essentially from that of public normal schools, that the teachers be approved by the provisional school board, and that the final examination be conducted by a member of this board, whose consent shall be necessary for the granting of a certificate.

(22) Girls in the higher classes of public schools (*Volks- und Bürgerschulen*) shall be permitted to take part in divisions in the games and occupations of the kindergarten whenever this is feasible.

Besides, the directors of kindergartens may instruct girls, that have satisfied the provisions of the school laws, in the science and art of natural child culture, and issue to them certificates of success.

(23) *Day nurseries.*—The object of the day nursery is to receive children of working people for daily care and suitable occupation, and to accustom them to cleanliness, orderliness, and good behavior, as well as to instill into them love of work.

These institutions shall not receive children under 3 years of age.

The establishment of a day nursery requires the approval of the provincial school board, which may also fix the conditions of such approval.

The supervision of day nurseries is under the same regulations as the supervision of kindergartens. Special care is to be taken to see that all arrangements satisfy the modern pedagogic and sanitary requirements, and that all school instruction be excluded.

IV.—France.

France claims as the first germ of her interest in the systematic education of infants in public institutions the remarkable philanthropy of Oberlin. John Frederic Oberlin was born at Strasburg in 1740. In 1767 he assumed the pastorate of Waldersbach in the Ban-de-la-Roche (Steinthal), a rocky and sterile valley in the Vosges Mountains of Alsace.

He found his people in a condition of utter wretchedness, which he attributed to their dense ignorance. In his efforts to alleviate this wretchedness he sought, therefore, to dissipate the prevailing ignorance by teaching the peasants better agricultural and horticultural methods, the establishment of new industrial pursuits and of commercial relations with neighboring parishes, the art of building roads and bridges. At the same time, he realized that his most important concern was the education of the children of his parish. After two years of earnest striving he succeeded in giving to his people a schoolhouse. This success he followed up by securing the construction of similar houses in several adjoining villages.

However, these schools brought no relief to children under 6 years of age, who were sadly in need of care. The mothers, compelled to labor in the fields, left them at home where they were either without supervision or in the doubtful care of older brothers or sisters who thus were themselves deprived of the benefits of the town school.

At this juncture Oberlin learned that in a neighboring village there was one Sarah Banzet who taught the children of the place the art of knitting. He hastened to engage her to teach the children of Waldersbach in some spacious rooms which he had rented for this purpose. Here, we are told by Legrand, he wished the children might find motherly guidance. The smallest played, the larger ones learned to spin, to knit, to sew. Colored pictures of scriptural subjects and of natural history furnished means for pleasing instruction.

The work was enlivened by song, and simple stories were told. In summer they gathered flowers, learned the names of plants, as well as their peculiarities and uses.

Oberlin's wife, Salome Witter, and his servant, Louise Schoeppler, aided in this work of love; and after the death of Sarah Banzet, which occurred a few years later, Louise Schoeppler continued the work for over fifty years.

In 1794 the national convention of France eulogized the efforts of Oberlin in a public decree; and his "knitting-schools" began to attract favorable public attention and found a number of imitators, who, however, succeeded poorly, possibly because they failed to bring to the work the spirit of pure, unselfish devotion that characterized the efforts of Oberlin.

Another notable attempt in a similar direction was that of Madame de Fastouret, who, in 1801, established in Paris a *salle d'hospitalité*, a sort of day nursery, for a limited number—10 or 12—little girls. Her enterprise failed in spite of the ample means which she devoted to it. M. Durand[1] ascribes this failure chiefly to the fact that her work was more religious than philanthropic, for she helped only those who were remarkable for piety, and the exercises of the school were chiefly of a religious character.

It seems, however, that her failure did not discourage her, for in 1826 we find her at the head of a committee of ladies engaged in similar efforts, although of a broader, less narrowly ecclesiastical character. In these she was joined by the excellent M. Cochin, mayor of the twelfth district of Paris, and by Abbé Desgenettes. Funds were collected, the general council of charities was prevailed upon to contribute 3,000 francs, and to furnish a suitable room for a new institution for the care and education of neglected children.

In order to defeat open and concealed opposition, it was decided that Madame Millet, enthusiastically devoted to these plans, should go to England in order to study the methods by which Buchanan, Wilderspin, and their followers had attained their marvelous results. She undertook the journey in 1827, and was soon joined by M. Cochin himself, who was eager to leave nothing undone that might contribute to the success of the noble work of charity and education, from which he expected so much for the wretched poor of the twelfth district.

On his return, in 1828, M. Cochin established a model *salle d'asile* (house of refuge) or infant school after the English pattern, and, in connection with it, a normal course for the training of teachers under the direction of Madame Millet.

From this time on success seems to have been assured. In Paris alone there were in 1830 six such schools, and in 1836 their number had risen to eighty. Other cities were equally active, so that in 1837 Salvandy could report to the King that 800 such schools were open in France, and that 261 of these were supported partly by public funds.

In the meanwhile, however, and in the measure in which municipalities began to interest themselves in these institutions, their educational value became more and more prominent, and their charitable features lost in importance. At the same time there arose conflicts of authority between the municipal administration and the committee of ladies, who struggled to retain control at least of the supervision of the *salles d'asile*. These conflicts resulted in the defeat of the committee of ladies, who resigned their functions near the close of 1836.

In his report to the King, dated on the 22d of December, 1837, M. Salvandy, the minister of public instruction, deplores this. He feels that the success of these institutions can not be assured unless the daily inspection of the schools as well as the examination and supervision of the teachers, is in the hands of mothers. Deeply impressed, at the same time, with the usefulness of the *salles d'asile*, he urges the King to give them a legal existence, and to secure for them the maternal inspection and control so necessary to their success.

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[1] *La Législation des Écoles Maternelles.* Paris, 1883.

This request was answered by a royal decree bearing the same date, in which for the first time the *salles d'asile* are assigned a place in the public education of the state. They are declared to be "charitable institutions to which children of both sexes may be admitted up to the age of 6 years (the seventh birthday) in order to receive the motherly supervision and first education which their age requires." Here they were to receive "the first principles of religious instruction and elementary notions of reading, writing, and oral arithmetic, to which may be added instructive and moral songs, needlework, and all kinds of manual work."

The regular visitation and daily inspection of these schools, in so far as they were public institutions, were placed in the hands of ladies. Each school was to have one inspectress, who, however, might select deputies to aid her. These were to supervise "the conduct of the *salles d'asile* in all that touches the children's health, their moral disposition, their religious education, and the treatment they receive." At their request the license to teach is withdrawn from any attendant "whose habits, conduct, and character are not in conformity with the spirit of the institution." The inspectresses render to the proper authorities quarterly reports of the status and needs of the work. If they see fit they may take part in the discussion of these reports. Departments and communes are empowered to appoint permanent inspectresses, and the minister of public instruction appoints a permanent inspectress as a member of the supreme educational commission of the state.

The reason for stating here at such length the provisions of this decree lies in the fact stated by Mlle. Matrat[1] that "all subsequent decrees and orders merely modify, restate, complete, or sanction the decree of December 22."

The regulations concerning the details of work in *salles d'asile* were based wholly on a manual published by M. Cochin in 1833. They bear the stamp of their English origin, and are distressingly schoolish. In the decree of the central authority published on the 24th of April, 1838, it is ordered that the rooms in which the children are to be exercised should be situated on the ground floor. The floor itself is to be covered with planks, tiles, asphaltum, or cement. The rooms are to be lighted from both sides by windows placed at least 2 meters above the floor, "so that the children's attention may not be disturbed by outdoor attractions."

The rooms are to be of a rectangular shape, 4 by 10 meters for 50 children, 6 by 12 meters for 100 children, 16 by 20 meters, 200 or 250 children. The last number is fixed at the maximum. The children are seated at one end of the room in at least five nor more than ten rows, on terraced seats extending across the entire width of the room. However, passages are left down the middle of the terraces, or amphitheater, and on the sides for the purposes of classification, and the better control of the children. A general view of such an estrade is given in Fig. 1 and sectional view in Fig. 2.

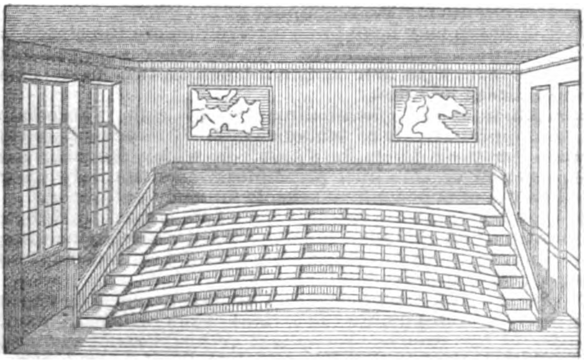

FIG. 1.—View of an estrade.

The rest of the room is provided with benches fastened to the floor, leaving, however, an empty space in the middle for evolutions. In front of the benches, in the play room, circles are painted on the floor indicating the places where groups of children are to stand before suspended pictures and charts used in the work. Similar charts are hung on the walls of the room. Indeed, M. Cochin recommends that the

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[1] *Histoire de l'Éducation Enfantine Publique. Par Mlle. Matrat.*

"script letters and ciphers, as well as a number of geometrical figures, be painted on the walls, so that they may be continually before the children's eyes for imitation."

The subjoined cut which, together with Figs. 1 and 2, is taken from M. Narjoux's *Écoles Primaires et Salles d'Asile* gives a very fair idea of the interior arrangement of a *salle d'asile.*

A courtyard is provided, at least three times the size of the work room (*salle d'exercices*) just described, partly covered and partly open. [At a later period this was divided lengthwise into two halves, one for the boys and one for the girls.] In the courtyard various provisions are made for games, and the covered portions are furnished with movable benches.

Wherever it is feasible there is also a room in which the children take their meals and keep warm in winter. This is suitably furnished with shelves for the children's baskets, with movable benches, porringers, and other utensils.

The furniture for the work room proper, in addition to the things needed for the children's toilet and other comfort, comprises a clock, a large bell conveniently hung, a *claquoir,*[1] a whistle for sounding signals for the various exercises, blackboards and charts, slates and pencils, an abacus with 10 rows of 10 balls each, one or several books and portfolios with pictures, and various provisions for needlework and other manual work.

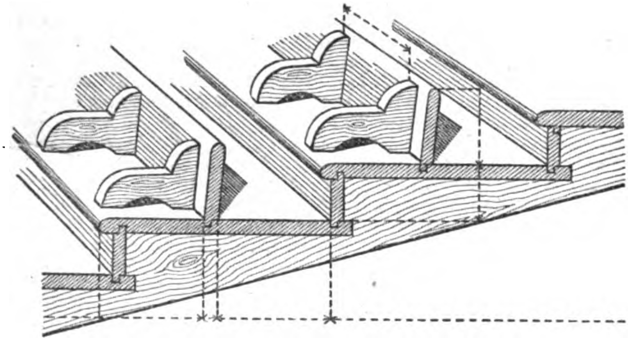

FIG. 2.—Sectional view.

In each *salle d'asile* there is at least one teacher (*surveillante*) and one woman for general service (*femme de service*). Should the number of children exceed 100, a least 2 assistants are given the teacher.

Admission is granted to children from 2 to 6 years old. The schools are open every week day from 9 o'clock until sunset in winter, from 7 o'clock in the morning until 6 o'clock in the evening during the remainder of the year.

In urgent cases children may have to be received before the stated hours and kept for a longer time and during the holidays. On the other hand the hours for actual teaching may not be more than four daily nor less than two, and no exercise is to last longer than ten or fifteen minutes.

This is the substance of the official directions of 1838. There is in all of them unquestionably an oppressive air of schoolishness. This schoolishness gave rise in due time to that "*méthode des salles d'asile*" in which Madame Kergomard sees "the absolute negation of Oberlin's principles," and the only truly redoubtable weapon at the disposal of opponents of schools for early childhood.[2]

Nevertheless, these schools were the outcome of an earnest spirit of philanthropy. There is no better proof for this than the classical directions concerning the care and instruction the children are to receive, which form the second chapter of Villemain's rescript of April 24, 1838, approved by Salvandy.

According to this rescript "the rooms and courtyard must be cleaned and swept every morning thirty minutes before the arrival of the children. At the time set for the children's arrival the teacher (*surveillant* or *surveillante*) should receive them, inspect each one with regard to cleanliness and neatness, examine the food brought with reference to quantity and wholesomeness, see that the baskets are placed on the shelves, and make suitable reports on these things to parents or guardians. A child that is sick when brought shall not be received, but taken to its home or immediately sent to the physician.

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[1] This is a wooden instrument resembling in size and shape an ordinary snuff box. With this the teacher makes sharp clicks resembling those made with a castanet. Those clicks serve as signals or accentuate the steps of the children marching.

[2] *L'École Maternelle, par Madame Pauline Kergomard, inspectrice-générale des écoles maternelles, membre du Conseil Supérieur de l'Instruction Publique.* Paris, 1889.

"The teachers and women for general service, impressed with the sacredness of their charge in the persons of these little children, should strive to fulfill their mission with unchangeable gentleness and true Christian patience. The children should never be struck. The inspectress should see to it with the greatest care that no excessively long or severe punishment be inflicted.

"The teachers should always superintend the exercises and recreations; they should always be in position to obtain at any moment and at the first signal complete silence. Whatever attention may be needed for the children's health should be immediately given by the teachers. Children who are tired or indisposed should rest on the cots provided for this purpose, or in the teacher's lodging, until they can be returned to their families.

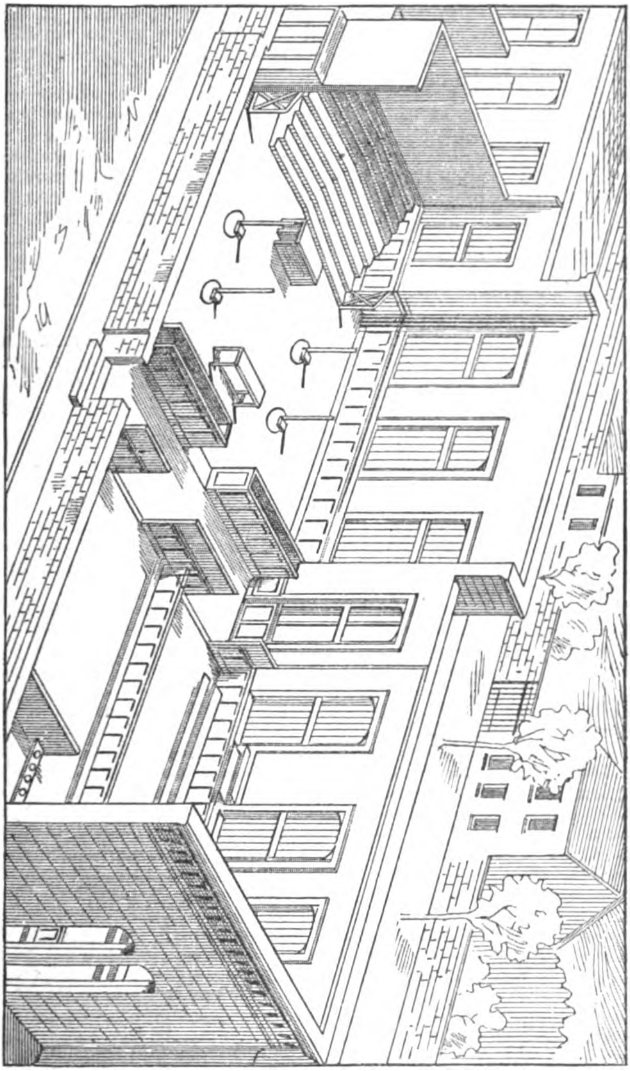

FIG. 3.—View of salle d'asile.

"The evolutions of the children, and the games suitable to their age, should always be directed and superintended in order to avoid all quarrels and unpleasant accidents. In the courtyard the ground should always be covered with a deep layer of sand. The periods of intermission afford intelligent and attentive teachers constant opportunities for instruction concerning cleanliness, deportment, politeness. The thousand little incidents of each day may serve as texts for useful lessons that will never be forgotten, and which in due time will bear most grateful fruit.

"The teacher should ascertain each day who are absent and who are present, not by subjecting such young children to a roll call, but by reading all the names on the register and by calling to his aid, in his observations, the waiting maid and a few of the older children. When, after the last period of instruction, the children are not called for by some member of their families, the teacher should retain them, so that they may not be alone in the streets. This they should do until all the children are in safe hands. Should parents, after due notice, continue in such negligence, the inspectress may authorize the teacher to refuse further admission to the child. In case of the reiterated absence of the child, without some known cause, the teacher should ascertain the cause of such absence and record it for the information of the inspectress.

"On Sundays and other holidays, the teachers, if the parents desire it, should assemble the older children at the *salle d'asile* in order to conduct them to divine service. It will also be proper, if on the same days the teachers visit sick pupils; talk with parents about the character and conduct of their children, of the faults and failings that deserve special attention; discuss with the mayor and with philanthropic persons the most pressing needs of certain children or of the school itself."

The philanthropic spirit that dictated these directions led the more sanguine friends of these schools to the most extravagant expectations. Thus, in a circular—Mademoiselle Matrat calls it a poem—which Salvandy addressed the prefects of departments, dated in August, 1845, this generous minister of public instruction, says: "This blessed institution promises to our nation generations sounder in mind and body, more deeply impressed with principles of order and discipline so needful in an epoch of popular liberty and activity like ours—generations better informed, more capable, better prepared for work and for the achievement of prosperity. * * * By means of these institutions the communes can transform their people, instruct them, elevate them, and substitute for their evil tendencies principles of sound morality and habits of practical integrity."

In another circular, dated September, 1846, the same enthusiastic minister informs the prefects that "the *salles d'asile* render the family and society invaluable service. By daily gathering the children during the hours when the family can not take care of them without giving up a part of its daily labor—which is its only wealth—they afford the children greater liberty, more comfort, and greater security. They give to the children the first education which their parents have always lacked. This education will secure to our land more moral, stronger, better disciplined, better instructed generations."

In the actual work of the schools, however, the teachers were so hemmed in by directions, manuals, and inspections concerning the most self-evident externals of their duties that they could reach a truly educative activity scarcely in any phase of their work. It remained at best and always mere verbal information, tested by verbal recitation, and class drill tested by class unanimity.

M. Cochin himself says that persons who have merely looked in on a *salle d'asile* must be impressed with the fact that here the pupils are carried on by a common movement that holds the entire class, not one finding himself able to raise a doubt or to offer resistance; that here the children follow the right way in which they are placed; that thus habit is formed and education achieves its triumphs without difficulty.

Mademoiselle Matrat points to this passage as indicating most conclusively "to what extent the *salle d'asile* annihilates individuality, crushes the spontaneity, the self-activity of the child." * * * "The habits thus formed," she continues, "are purely disciplinary and have no bearing on the habits of practical life. We are, therefore, safe in concluding that, in spite of the best intentions, the *salle d'asile* fails in its educational aim from the very start, since all that is done conspires to make of the child a passive being, an atom in a conventional whole, and there is nothing to start his progressive and rational development by enlisting his self-activity."[1]

The system is arraigned with equal directness by Madame Kergomard. "The *salle d'asile*," she writes, "encumbered from the very beginning by too great a number of children, formed them into regiments, imprisoned them by hundreds in vast rooms, the windows of which were two meters from the floor; it made them march, all welded together, hands on shoulders in long chains like convicts; it dressed them in close rows on shelving steps or on benches riveted to the floor; it made them rise together at the signal of the *claquoir;* it made them sit down at the signal of the *claquoir;* it had them wipe their noses at the signal of the *claquoir;* it made them count, recite, respond altogether and always at the signal of the *claquoir*.

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[1] *Histoire de l'Éducation Enfantine Publique, par Mademoiselle Marie Matrat, inspectrice-générale des écoles maternelles.* Paris, 1889.

"Deprived of his liberty of movement, incessantly benumbed by routine, the child had at school neither originality nor personality, was merely one of the links of the chain, one of the wheels of an unconscious machine. The method of the *salle d'asile,* indeed, avoided confusion and tumult, it obtained silence, but at what price, * * * and it finally deceived the teachers concerning their own fitness, for it overwhelmed with praise not those who knew the children best, but those who, having most completely absorbed the processes, made children go most successfully through the drills."

That under such conditions great stress should be laid on mere verbal information is to be expected. Even the manual of M. Cochin shows that this was the case. He demands "not reading, but a knowlege of the letters; * * * not industrial teaching, but a certain amount of information about common things; * * * not moral and religious instruction, but some impressions concerning morals and religion."

This led to all sorts of strange devices in letter-teaching, to the memorizing of the most incomprehensible or unmeaning descriptions and definitions; and, in morals and religion, to the smaller catechism. A few samples from the manual of Madame Pape-Carpantier, so closely identified with the growth and development of the *salle d'asile,* will render this clear.

For teaching the reading of words she recommends the phonomimic method of Grosselin. By this method the word is analyzed into its series of spoken sounds and the corresponding written signs of these sounds. Each sound is, at the same time, successively associated with some animal or some familar fact, and impressed upon the memory by having the children imitate the animal or indicate the fact in some gesture corresponding to the spoken sound and its written sign which is pointed out to them. Thus the word *chapeau* (hat) is handled as follows:

ch	The children place a finger on the lips to indicate silence, and say: *sh!*
a	They raise their hands in admiration: *ah!*
p	They blow explosively on the back of the hand, as if to blow away a feather: *p!*
eau	They extend their hands forward, expressive of repulsion, saying: *oh!*

In a "grammar" lesson in which the child is to find out what *words* are, the teacher, after a few leading questions, addresses the children as follows: "Well, children, letters arranged in such a way as to make us think of some person or thing form words. Words serve to express, to make known what we want. When you say, 'I am hungry,' you say words. When you say, 'I am going to bed,' these, again, are words which you repeat as you have heard others repeat them. For we all speak in words, and written words are formed with letters, like those I have just written. What, now, is the use of the letters of the alphabet? Do you know it now?"

Among the first lessons in numbers is the following:

TEACHER. How much is a 6 worth, standing alone? [Here the figure 6 is shown with the pointer.]—A. Six units.

TEACHER. What is a unit?—A. A whole object.

TEACHER. Show me 6 units. [The child drops 6 balls on the abacus.]

In drawing, Madame Pape-Carpantier would have the children learn, after a number of explanations and comments, all sorts of geometrical definitions, such as of a straight line being the shortest distance between two points, etc.

In the first lesson on the human body the children find head, arms, legs, body. They are then regaled with the following dialogue:

TEACHER. Had Adam and Eve, our first parents, a body, arms, and legs like ours?—A. Yes.

TEACHER. Then we are made as God made our first parents?—A. Yes.

TEACHER. Then God gives to the little children the same form which he gave to the parents.

Here, too, is found a lesson on the "symmetry of the organs." A lesson on the circulation of the blood gives all possible information about arteries and veins, the course of the blood, and its relation to respiration. The height of pedantry is reached, however, in the lessons on "the soul," "the invisibility and sovereignty of the soul," and "the separation of soul and body."

A lesson on conscience in the religious instruction concludes as follows:

TEACHER. Do you know why God has given us a conscience capable of thus rewarding us for our good actions?—A. Because He is good.

TEACHER. But why has He made it capable also of punishing us for our bad actions?—A. Because he is just.

Another lesson on sin is so grossly immoral in its tendencies that one shudders to find it in a book that bears the imprint of 1885.

Do we wonder that with these facts before her Mademoiselle Matrat, the clear-sighted general inspectress of maternal schools, should stigmatize the *salle d'asile* as a "dead body." Must we not sympathize with her when she sums up her criticism in these words: "As fast as the uniform and crushing discipline of Lancaster disappeared from the primary school it identified itself with public infant education to such an extent that to-day it paralyzes the *école maternelle*, which will die because it allowed itself to be engrafted on a corpse!"

The name *écoles maternelles* (maternal schools) was officially given to these institutions in an order dated April 28, 1848. For a long time previous to this date the people in many places had found the name *salle d'asile* distasteful. It suggested to them a somewhat ostentatious charity and seemed to degrade to the level of beggars the working people, who chiefly patronized them. Yet these patrons were of the bone and sinew of the nation. They labored hard to live honestly; even the mothers joined in the heroic struggle against the very beggary which the *salle d'asile* implied. On the other hand, far from affording a sort of voluntary alms, these schools seemed to these hard-working people rather a practical acknowledgment of a sacred duty which the State owed to them, a duty to be to the children of these heroic mothers what, because of their industrial duties, they could not be themselves. This relation was so well expressed by the term *école maternelle* that long before the order of the 18th of April the name had become current in many localities. If, at the same time, the method of the *salle d'asile* had become odious among thoughtful educators, the new name would offer an opportunity to symbolize reform and to cast the odium that attached to the method upon the old name itself.

It was fitting that the Republic of 1848 should give official sanction to these voicings of a correct popular instinct, declaring that "the *salles d'asile*, improperly called charitable institutions, are institutions of public instruction, and will henceforth bear the name *écoles maternelles*." This order was signed by Carnot.

Perhaps it was equally fitting that the first decree on this subject, signed by Louis Napoleon, should unceremoniously reinstate the old name which persisted during his reign; and fitting again that it was reserved for the third Republic, in a decree of August, 1881, to rehabilitate the more popular name and to declare that "the *écoles maternelles* are educational establishments where children of both sexes receive the care which their physical, intellectual, and moral development requires."

The Empire came, indeed, like a cloud over these schools. In the spring of 1854 the central committee of patronage had been placed under the auspices of the Empress, who became protectress *ex officio* of the *salles d'asile*. In the spring of the following year a decree was published fixing the status of the *salles d'asile* which contains little of note, unless it be the fervor with which it emphasizes the claims of the church upon the children. Henceforth in the Catholic *salles d'asile* the religious instruction is to be given under the direction of the bishop, and in every such school a crucifix and an image of the Holy Virgin are to form an obligatory part of the furniture. In all *salles d'asile*, too, a portrait of the Empress must be suspended.

The decree provided for more detailed regulations to be prepared by a committee and approved by the Empress. These regulations, issued on the very next day, were in the same spirit. The religious instruction demanded "comprises particularly the first chapters of the smaller catechism." * * * "The moral exercises comprise the recital of historical incidents which tend to inspire the child with a profound sentiment of love to God, of gratitude to the Emperor and to their august protectress, to teach them their duties to their parents and to their superiors; to render them gentle, polite, and kind to one another."

In other respects the programme is more schoolish and bookish than before. "Reading comprises the vowels and consonants, the large and small letters of the alphabet, the different kinds of accents, syllables of two or three letters, words of two syllables. * * * Arithmetic comprises knowledge of the single numbers, their representation by Arabic ciphers, addition and subtraction taught with the abacus, the multiplication tables memorized with the aid of singing, an explanation of weights and measures with the help of solids or of tables. * * * A knowledge of common things embraces the divisions of time, the seasons, the colors, the senses, the shapes, the materials and uses of familiar objects; notions about animals and plants, simple trades, the elements, the shape of the earth, its principal divisions, the names of the departments of France with their capitals, and whatever other rudimentary ideas may help to form the judgment of the children;" if, indeed, adds Madame Kergomard, the preceding rubbish has not rendered them hopelessly stupid.

The regulations then proceed to detail the manual and singing exercises, and conclude as they began with the religious and moral exercises: "The lessons and the religious and moral exercises" begin and end with a short prayer; they take place from 10 o'clock until noon and from 2 to 4 o'clock.

There is one ray of light, however, in the following article: "It is forbidden to overload the memory of the children with dialogues or dramatic scenes destined for public occasions."

By a strange coincidence the year 1855, which reriveted ancient fetters upon the *salles d'asile*, saw the arrival in Paris of the gifted Baroness Marenholtz-Buelow. She knew, as she says, not a single person and had come without any letters of recommendation. Her first visit was to Marbeau, president of the "International

Society of Charity," and founder of the *crèche*. He took a deep interest in her work and aided her in many ways. For three years she remained in Paris, delivering lectures under all imaginable conditions, writing articles for the press, publishing pamphlets, superintending the publication of a practical manual,[1] and directing experimental work in a number of *salles d'asile.*

In order to secure recognition for Froebel in the *salles d'asile*, it was necessary that she should gain the favor of Cardinal Morlot and of the Empress. The former presided over the committee of patronage of these schools, the latter was president of the central committee. She was successful beyond her most sanguine expectations. The official journal of the ministry of instruction published shortly after her arrival that at the "request of Baroness von Marenholtz, her majesty in her anxiety for the welfare of the children had ordered the creation of a commission to examine Froebel's new method of education in his kindergartens, and eventually to introduce it in our *salles d'asile.*"

This commission was appointed and the *salle d'asile* in the normal school of Madame Pape-Carpantier designated for the experiments. For three months the children were here instructed in the games and occupations by a young teacher under the direction of Madame von Marenholtz, and under the supervision of the commission. The subsequent report of the commission is quite favorable. It points out the facts that Froebel's occupations prevent indolence and employ usefully all the powers of the child; that even in so short a time there was noticeable a great improvement in the morals and manners of the children. It requests the minister of public instruction to order the introduction of Froebel's occupations in all the *salles d'asile*, "so that the children of the working classes may thereby learn to love activity and work; gain manual skill, keenness of vision, bodily strength, and be generally prepared for subsequent working and learning." However, this introduction was not to be obligatory, chiefly because the method could be profitably used only by trained teachers.

Madame Pape-Carpantier herself says about these experiments: "The devices of the '*méthode Froebel*' would prove very helpful. They would occupy the children usefully, and by that alone would lighten the now too heavy burden of the directresses. During the entire series of manual experiments made at our normal school (*cours pratique*) the children's interest was aroused and held without fatigue on the part of the teacher, as well as without constraint on the children's part. Inasmuch as the first manifestation of life in the child is an impulse of activity and movement, it is easy to see how devices that appeal to the senses and keep hands and eyes busy, devices that keep alive curiosity by their exhaustless variety and that reward the busy child with almost certain success, should be welcomed with joy and preferred to the drudgery of listening and listening again and constantly to monotonous lessons heard a hundred times over by the teacher."

Unfortunately this was practically the end. It is true that the "*méthode Froebel*" was introduced in a number of *asiles*, that many persons were deeply interested in Froebel's educational principles, and that the press praised Froebel as the discoverer of a new educational method based on a knowledge and appreciation of man's innermost nature; but the political storms that held the Empire constantly on the verge of dissolution, and which necessarily kept educational interests at a low ebb, and, still more, the unfortunate error that saw in Froebel's educational gospel only a new méthode, another way for reaching an old end, caused the work of the gifted prophetess to become almost forgotten.

To such an extent was this the case that Mademoiselle Matrat, in her history of Public Infant Education, puts the date of the arrival of Madame Marenholtz in Paris "about 1864," and gives the honor of authorizing the first experiment in kindergarten work to M. Gréard.

At any rate there was no notable advance or new development in the *salle d'asile* as a whole between 1855 and 1879. It is true their number increased, and consequently the need of increased facilities for the normal training of teachers was felt more and more deeply. Yet in their educational character they remained well nigh stationary, tó such an extent that Mademoiselle Matrat, who entered upon her duties as inspectress in 1879, says that she was "so struck with their antiquated, mummified, conventional, and artificial makeup, that her first inspection left on her mind an impression like that of a visit to the land of 'The Beauty in the Sleeping Forest.'"

Another inspectress, Mademoiselle Loizillon, reports in 1880: "Some teachers have completely transformed their *asiles* into schools where the children write, recite grammar by heart, make analyses, conjugate verbs, and make copies in order to learn orthography."

In the same year the teachers' congress in Paris resolved unanimously that the "*salles d'asile* ought to give less negative results."

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[1] *Manuel pratique des Jardins d'Enfant de Frédéric Froebel, à l'usage des institutrices et des mères de famille, composé sur des documents allemands par F. F. Jacobs, avec une introduction de Mme. la baronne de Marenholtz.* Bruxelles, 1859.

Again, in 1881, Mademoiselle Matrat reviews the methods, which the new decree of that year would supersede, in the following vivid terms:

"Now what has been the ideal method of the *salle d'asile* up to this day? It has been that of a ten minutes' talk or dissertation on the teacher's part, followed by questions frequently on subjects of advanced science, such as the metallurgy of iron, the extraction of rock-salt and of sea-salt, the influence of the moon on the tides, definition of the three kingdoms of nature, their divisions and subdivisions, etc. The children keep silent, the teacher talks for ten minutes. What is the result? Alas! she knows it, and acknowledges it readily. When the time for questioning has come, she finds that the silence in their minds was as great as that in the room."

In 1879 a special commission was appointed under the presidency of Ad. Mourier, charged with the reorganization of the *salles d'asile*. As the result of their labors a new decree came in August, 1881, and new regulations in 1882.

The decree of 1881 definitely establishes the name *école maternelle*, and recognizes the claims of intellectual in addition to physical and moral development. It substitutes for the first principles of religious the first principles of moral instruction; these in the public *écoles maternelles* are inculcated not under the form of special and connected lessons but by means of conversations, questions, stories, and songs, calculated to inspire a sense of their duties toward the family, the fatherland, and toward God, wholly free, however, from all sectarian teaching.

The decree requires, furthermore, instruction on common things (clothing, shelter, food, color, shape, division of time, seasons, etc.); the rudiments of drawing (stick-laying, copying on the slate, easy designs drawn on the blackboard, outline representations of simple objects); language exercises, training the children in expressing what they have heard or seen; collective or concert exercises in reading and writing; exercises in the combinations of numbers between 1 and 10 and from 10 to 100, the four operations in the most elementary form and, at first, within the limits of 1 to 10, the representation of numbers by figures, simple applications of the metric system, all with the help of blocks and sticks, etc.; the rudiments of natural history with the help of objects and collections made by the children and teachers; notions of geography (the cardinal points, land and water, the rivers, mountains, and principal cities of France); stories on the grand facts of national history and on common objects; manual exercises (plaiting, weaving, folding, light knitting), but "nothing that will fatigue the children;" graded gymnastic and calisthenic exercises; the singing of simple time and tune exercises, and of one-part and two-part rote songs to accompany the games.

It reduces the minimum age of the directress from 24 to 21 years, and that of the subdirectress from 21 to 18 years; provides for general inspectresses, who shall be at least 35 years old, and shall have taught at least five years; and department inspectresses, at least 30 years old, and for three years teacher. It requires that lessons shall not exceed fifteen or twenty minutes, and be interspersed with songs, gymnastic exercises, marches, and evolutions, and establishes a number of judicious practices, which indicate clearly that the state has learned to take a broader and deeper view of the educational problem and has gained a truer insight into the nature and needs of childhood.

"Each line of this programme," writes Madame Kergomard, "is a protest of pedagogic science against routine; it gave a mortal blow to the '*méthode des salles d'asile*.'" For this statement she offers as proof the preface of a detailed programme of studies, circulated by the ministry of education (Jules Ferry) in July, 1882. This preface is so classical that it is here given in full. It says:

"The école maternelle is not an ordinary school; it forms the transition from the family to the school; it preserves the affectionate and indulgent tenderness of the family, while at the same time it initiates the child in the work and discipline of the school.

"The success of the directress of an *école maternelle* is, therefore, measured not by the mass of imparted knowledge, not by the number and length of lessons, but rather by the sum of good influences with which the child is surrounded, by the pleasure it feels in the school, by the habits of order, neatness, politeness, attention, intellectual activity it acquires there, as it were, in play.

"Consequently, the directresses should aim to promote to the primary school not so much children already well advanced in instruction, but rather children well prepared to receive instruction. All exercises of the *école maternelle* should accord with this principle; they should favor the development of the various faculties of the child without fatigue, without compulsion or excessive application; they should make him love the school and give him at an early period a taste for work by never requiring of him a kind of work incompatible with the weakness and instability of tender years.

"The end in view, while considering the diversity of temperaments, the precocity of some and the slowness of others, is not to bring all to a certain grade of skill in reading, writing, and arithmetic, but it is that they know well what they may know, that they love their tasks, their games, their lessons of any kind; it is particularly that they may not have a dislike for those first school exercises, which would so readily become distasteful if the patience, the versatility, the ingenuous affection of the teacher did not contrive to vary them, to enliven them, to get from them or attach to them some pleasure for the child.

"Good health; the senses already trained by a series of little games and experiments calculated to educate them; childlike, but distinct and clear ideas on the first rudiments of what will become primary instruction; a start in the formation of habits and tastes on which the school may base its regular teaching; a taste for gymnastics, singing, drawing, pictures, stories; eagerness to listen, to look, to observe, to imitate, to ask and answer questions; a certain power of attention resulting from docility, confidence, and good disposition; finally, an awakened intelligence and a soul open to all good moral impressions; these are effects and results to be asked of the *école maternelle*, and if the child comes from it to the primary school with such a preparation, it matters little whether it has acquired a few pages more or less of the syllabus."

The circular then proceeds to discuss the method to be followed and finds it in the imitation of the method followed by an "intelligent and devoted mother." It condemns "the exclusive following of any special method founded on an exclusive and artificial system;" but, taking from every school its simplest exercises, it "seeks to form a course of instruction and education that may answer all the various needs and call into play all the faculties of the little child. * * * It is a method essentially natural, unconstrained, always open to progress, always susceptible of extension and reform."

These excellent suggestions are followed by detailed programmes, setting forth the things and exercises to be presented to the children in each of the two sections (from 2 to 5 and from 5 to 7 years, respectively) and during each season. These programmes are so simple and thoughtful, so thoroughly adapted to the child's needs, and so happily connected with his spontaneous interests, so wholly free from science-aping, that to this day they may well serve as models for guidance in the work of the infant school and of the lower primary grades.

Yet it seems that, in spite of their simplicity and in spite of the unmistakable distinctness and clearness with which they insist upon their simplicity, the teachers failed to apprehend their spirit. "The children," writes Madame Kergomard, "from 2 to 6 years old remained in our *écoles maternelles* subjected to a system of artificial physical activity fatal to their bodily development, and exposed to prematurely advanced work most injurious to their intellectual development."

This state of affairs led to the formation of a new commission under the presidency of M. Gréard, whose labors culminated in a new decree and programme published in January, 1887. In its programme, this decree laid first stress on physical education as the underlying basis of all education. This is to be attained by means of plays, games, graduated calisthenic movements accompanied by singing, and, lastly, by manual work. The very enumeration of these means proves that the framers of this programme took a broad organic view of physical training, and endeavored to connect it closely at every step with intellectual and moral elements, appreciating the fact that physical training derives its only value from this connection. This is beautifully expressed by Madame Kergomard, who writes: "While playing with his comrades the child learns to live in association with others, his conscience is aroused, the first principles of morals are revealed to him. Without ever hearing a set moral lesson, he learns to understand gradually that he must not be overbearing, or brutal, or selfish, or indolent, that he should love and obey parents and teachers. Day by day he gains in generosity and gentleness, in love of work, in fellow feeling, in kindness. He ought to know these things before he knows how to read and write."

In the second place, the decree lays stress on "the first principles of moral education," and lastly, on the requirements of intellectual culture—a knowledge of common things, language exercises, stories, the first rudiments of reading and writing, as well as of drawing and singing; yet on all these things within narrowest limits and within the child's scope of ready comprehension. At the same time the decree emphasizes the necessity of instructing boys and girls together, confirms the establishment of two sections of children (from 2 to 5 and from 5 to 6 years old, respectively), and increases the number of holidays by adding two full weeks to the Sundays and principal religious and national holidays heretofore granted.

On the other hand, it forbids, in special regulations added to the decree, the keeping of any kind of domestic animals in the rooms of the school, and reaffirms the practice of giving merit cards, which may be exchanged for pictures and playthings, but prohibits the giving of prizes.

A significant paragraph suggests the introduction of small movable oblong tables, each accommodating eight children. "Those honest tables," says Madame Kergomard, "where the child has a comrade on each side and comrades opposite; those good tables, which permit chatting, an exchange of impressions and discoveries."

Unquestionably these tables, together with movable single chairs, and with the Froebel material that must accompany them, will do much to banish the reprehensible "*méthode de la salle d'asile,*" and to establish not only Froebel's method, but Froebel's principles, a consummation which seems to be earnestly sought by the leaders of educational progress in this movement.

The subjoined cuts of tables in use before the gradual adoption of the far-seeing suggestion of the decree of 1887 will give an idea how thoroughly schoolish was the first French interpretation of Froebel's thought. Every precaution is taken to isolate the child. Even in the "Model Froebel Table" (Fig. 6), with its quasi social bench, the surface of the table is managed in a way to isolate the individuals and to ostracize every approach to social work. Similarly, the fact that all the children face the teacher excludes all truly spontaneous activity, and renders impossible mutually helpful spontaneous interest on the children's part. A glance at these tables will satisfactorily explain Madame Kergomard's enthusiasm in favor of the "honest" oblong tables that will accommodate 8 children at their four sides.

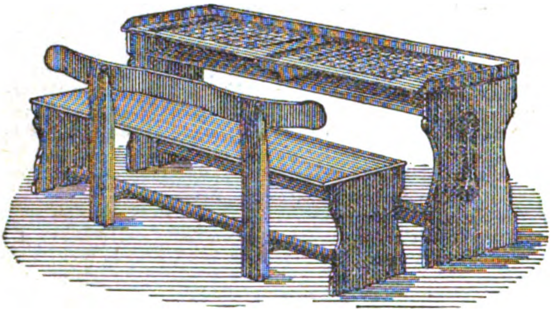

Fig. 4.—The "Little Beginner's" table.

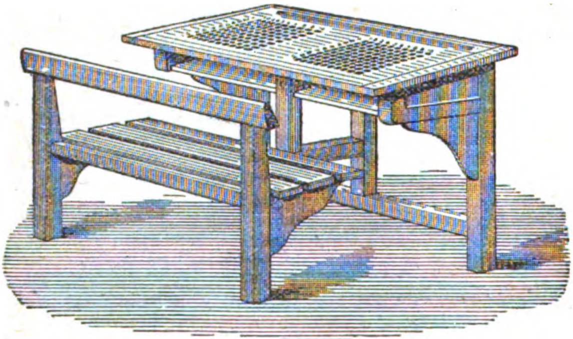

Fig. 5.—"*École Maternelle*" table (Paris model).

Another achievement of this decree is the final practical abandonment of the "*école enfantine.*" These schools were the outgrowth of a practice of sending children to school before the age of 6 years. In the course of time these younger children were gathered in special schools, which, without assuming the unpopular name of *salle d'asile,* followed many of its practices.

A ministerial circular of 1882 fixed the age of admission to these schools between 6 and 8, and gave them the character of transition schools between the *école maternelle* and the primary school. For smaller communities that have no *école maternelle,* the circular authorized for children between the ages of 5 and 8 the establishment of the classe enfantine in connection with the primary school.

The decree of 1887 abandons the *école enfantine* as coinciding with the *école maternelle,* but retains the *classe enfantine* for children between the ages of 4 and 7, and requires that their programme be in conformity with that of the older section of the *écoles maternelles* as well as with that of the elementary course of the primary schools.

In the selection of teachers for the *écoles maternelles* much care is exercised. No one is admitted to the examination for the certificate of fitness before the age of 18, and without a certificate of moral character and others showing where she has resided and what occupations she has followed for at least three years previous to her application. The examination itself is quite strict, calling for skill in orthography, penmanship, arithmetic, the writing of letters and simple essays, reading, drawing, and singing, as well as for a fair knowledge of the principles of moral education, literature, grammar, geography, the history of France, the elements of natural history, and of hygiene. Written and oral tests on these subjects are supplemented by practical tests in some *école maternelle,* which the candidate may visit for two days previous to the tests. In these the applicant fills during one portion of the session the office of directress, and during another portion that of subdirectress.

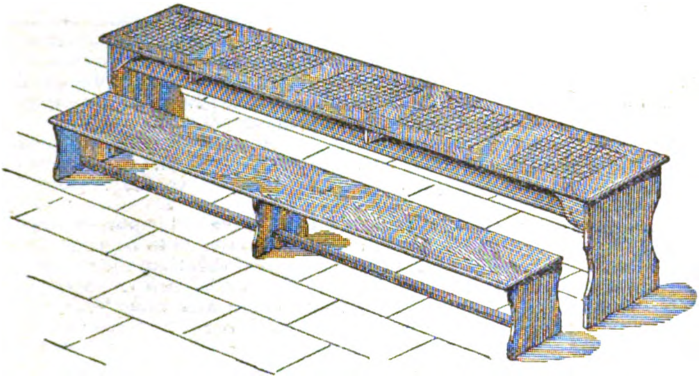

Fig. 6.—"Model Froebel table." (The benches, if desired, may be furnished with backs.)

Still more is required of the general inspectresses. These must be at least thirty-five years of age; must have taught at least five years, and be provided with a license to teach in the superior primary schools, with a certificate of pedagogic fitness and a certificate of fitness for the inspection of *écoles maternelles.* The latter requires the writing of a satisfactory essay on some subject of pedagogics as applied to these schools, an essay on their hygiene, oral tests on the same subjects and on questions of legislation and administration concerning these schools, as well as a practical test, consisting in the actual inspection of some *école maternelle* and an oral report thereon.

The law provides also for department inspectresses; but very few departments have availed themselves of this provision. It is claimed that this is due chiefly to the unpopularity of female supervision. Yet the hand of woman—or rather her head, rendered so clear in all that pertains to education by the love she bears to childhood—is the one prominent and unfailing factor in the development of these remarkable schools. However, this unpopularity is steadily yielding before the luminous and fearless enthusiasm of general inspectresses, such as Madame Thomas, née Matrat, and Madame Kergomard, who rank among the foremost educational forces of France.

In order to secure satisfactorily prepared teachers for these schools, an *école maternelle normale* was created by a public decree in Paris in 1848. The courses of study were short enough—only four months. Their purpose was "to complete the elementary instruction of the students, and, particularly, to teach them to direct the *écoles maternelles* in the spirit of the Republic." The special programme for this school was decreed in the following year, and Mademoiselle Pape (later Madame Pape-Carpantier) was made directress of the school. In fact, however, the school had been established by private philanthropy in 1847, and Mademoiselle Pape, who had distinguished herself as a thoughtful writer on the subject of the salles d'asile and as a successful directress of *salles d'asile* at Mans, had been called to its direction at that time. In 1848 and '49, the Government assumed control of this school and continued Mademoiselle Pape in its direction.

In 1875 the two annual courses of four months each were united in one course. In 1878 it received the name École Pape-Carpantier; and in 1882 its duties were transferred to special normal courses established in connection with the normal schools for lady teachers (*écoles normales d'institutrices*) in the various departments of the Republic; and the École Pape-Carpantier received the special charge of preparing directresses and professors for these normal courses.

In the normal courses of the department normal schools the programme embraces "a course of general instruction bearing on the work of the first year in the maternal schools, a course in pedagogics, and practice teaching in the maternal school annexed to the institution." In the École Pape-Carpantier the programme requires a course in psychology and ethics as applied to education, a course in critical history of pedagogic doctrines, with special reference to the education of earliest infancy, various courses on the subjects taught in the department normal courses of the *écoles maternelles*, model lessons and practice exercises in the school itself as well as in the *écoles maternelles* and in the *classes enfantines* instruction concerning the legislation and administration of maternal schools and infant classes.

An important decree of 1884 added a new triumph. It requires the establishment of an *école maternelle* in connection with every normal school for lady teachers, in order to enable every teacher to form an estimate of their character and value, to enable her to study child-nature within wider limits, and thus to protect her from the snares and pitfalls of a narrow empiricism. A similar wisdom has induced many of the normal schools in our own land to establish kindergartens in connection with their practice schools; and there seems to be little doubt that this measure, affording rich opportunities for the direct observation of growing childhood, does much to banish from the schools the evils of mere lesson-giving and equally much to establish a truly educational practice in our primary schools.

One of the most charming features of the *école maternelle* is the warm meal which it secures to every child at noon. A quite full account of this excellent custom will be found in Mademoiselle Hardy's account of "A Day in the Maternal School," appended to this statement.

On the whole, indeed, in spite of repeated legislative attempts to emphasize the educational character of these schools, they still continue to be conducted largely as charitable institutions. There is no better proof of this than the "conclusions" of Madame Kergomard in her monograph on "*Les Écoles Maternelles.*" Here she declares them to be "absolutely indispensable in large cities and industrial centers;" she would render them "obligatory for neglected children;" she would require "the daily attendance of children whose mothers work daily and all day away from home;" and would have them receive "other children during the hours when their mothers can not take care of them." She would also have them (notice the significant term) "give hospitality during the hours of recreation to children who have neither brothers nor sisters." Finally, in comparing the maternal schools of France with the infant schools of London, she points with special pride to the fact that in the former the children "found at least warm meals to strengthen their poor little bodies, and warm caresses to comfort their hearts."

Somewhat different conclusions are reached by Mademoiselle Matrat (Madame Thomas) in her *Histoire de l'Éducation Enfantine Publique.* She finds that the *école maternelle* such as the superior council had in mind, exists only in eight or ten large cities; that elsewhere it has not displaced the *salle d'asile* (see Appendix).

She shows that public statistical reports on this subject are misleading. These report, in 1889, 3,700 public institutions of this character,[1] distributed in 2,000 communes, and receiving 500,000 children. Mademoiselle Matrat shows that, because of certain peculiarities of registration, this number should be reduced to 350,000, and that of these, even in the good season, only 280,000 actually attend school. In addition, she points out the fact that while these reported schools are distributed in 2,000 communes, there are 34,000 other communes without public *écoles maternelles.* She concludes, therefore, that the services rendered by the *école maternelle* are of a local character, and belong to exceptional situations, and do not justify the efforts and sacrifices made in their behalf.[2]

While, therefore, she would let actual asylums for little children continue to exist, she would not create new ones at public expense; she would give up the attempt of "making the education of all little children a public, uniform, and universal affair;" but would rather organize in a general way the education of these children by the family.

In order to accomplish this, she would, in the first place, modify the school programme for girls. She would teach them less about the battles and treaties of the

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[1] The official report of 1886-'87 enumerates, in addition to 3,597 public *écoles maternelles*, attended by 543,839 children, 2,493 private ones, attended by 217,583 children.

[2] This conclusion seems rashly taken. France, during the current century has gone through many revulsions unfavorable to the development of educational interests. Lorain (*Tableau de l'Instruction Publique*) reports in 1837 that rural schools in summer were usually empty; that parents even refused offers of money to send their children to school, claiming that they could not spare them from the fields. In one commune of 128 children, the municipal council refused to establish a school because the money was needed to build roads. In some departments only 7 per cent, in others only 4 per cent, had schools. Under such circumstances many generations would be required to enable the people to appreciate the benefits of education, and probably the *école maternelle* would be the last to find favor. In our own country the primary school is still in many sections much neglected, and the kindergarten will remain a beggar for years to come. Yet it would be rash to argue from this that these institutions are not needed.

Middle Ages, less about political economy and fractions, but more about hygiene and the treatment and education of little children, more about sewing and the fitting of garments; she would pay more attention to drawing, and instruct the girls in every technical and industrial handicraft which does not call for great physical strength.

She would then—just as now mothers who nurse their children themselves receive assistance from the state—remunerate mothers, in all cases where poverty demands this assistance, for whatever loss they may sustain by educating their chidren at home until the age of five.

"However," she continues, "as the child needs companions, as the mother is compelled now and then to leave the house, let all communes—great and small—establish, instead of the excessively expensive *salle d'asile*, a children's garden, a garden in the plain French meaning of the word, with a playroom for rainy days, a garden which will serve as the Tuileries of the children of the people."

Even in the absence of her special reservation on this score, it may be doubted that in Mademoiselle Matrat's mind these "children's gardens" had anything in common with Froebel's kindergarten or child-garden. As previously indicated, French educators see in Froebel only the inventor of a new *méthode.* They rarely rise to an appreciation of underlying principles; and when Froebel, in the contemplation of the infinite responsibilities of his work, fails to find clear and definite utterance for the thought-emotions that fill his being, they set him down as a half-learned mystic whom it would be folly to follow.

This may be largely due to the fact that Madame Marenholtz, who brought Froebel's message to Paris in 1885, under the pressure of circumstances laid great stress on Froebel's *méthode* as distinct from that of the *salle d'asile*, labored to introduce it in the *salles d'asile* which were already established, and in her publications emphasized the charitable and industrial application of the kindergarten.

Compayré, strangely enough, stamps Froebel as the originator of the *salle d'asile*, which, as we have seen, is a distinctly French interpretation of an English enterprise, and—even in its French dress—of much earlier date than the kindergarten. He gives Froebel credit for tenderness and nobility of sentiment, and for a certain degree of insight into "the instinct of the child," as well as for ingenuity in "systematizing" the children's plays; but he has little patience with the persistence with which Froebel insists on respect for the child's spontaneity and freedom, and with what he is pleased to call Froebel's "habitual symbolism" that sees in the child "a living pledge of the presence, goodness, and love of God." Froebel's faith in the omnipresence and omnipotence of a Creator who has indelibly and unmistakably impressed himself on all manifestations of universal being is to Compayré a vague pantheism, and in Froebel's wonderful stroke of genius which taught him to lead the child to see all things, however varied, in the light of the three fundamental forms (cube, cylinder, ball), Compayré sees an attempt to "begin with the abstract in order to arrive at the concrete," as if Froebel meant to dogmatize on these forms instead of using them as mere types which aid the child in apprehending the deeper similarities of things.

Subsequently, however, he seems to have reconsidered this judgment; for in a later work he applauds Froebel for the Pestalozzian spirit in which he develops before the child's eyes successively the marvels of the six gifts, exhibits to his view concrete objects, such as balls of colored worsted and geometrical bodies, and teaches the child to discern their solidity, form, and substance.

Madame Matrat finds in "*la méthode Froebel*" much exaggeration of details, much tedious ado about self-evident matters, a confusing medley of geometrical terms, and at the very heart of the system a certain mysticism. All of these things she deems ill-suited to the French mind; they account, therefore, in a large measure for the little favor the "*méthode*" has attained in France.

Even more is made of this want of adaptation on the part of the *méthode Froebel* to the "French temperament" by M. Delon, who, together with Madame Delon, did much to introduce some of Froebel's devices in France. In a letter on this subject, which M. Delon had the kindness to address to me in April, 1890, he writes:

"It was, indeed, I who, in 1872, introduced in France the Froebelian method. A few attempts had been previously made, but had failed of success, because the zealous persons who had undertaken to introduce among us a method of German origin had tried to import it, such as it was, without any change. Nearly all of these were ladies charmed with the feminine and sentimental side of the system. They took no account of the changes needed in order to adapt the method to the other customs, other ideas, other temperaments—a different race."

Under the auspices of an association of ladies "familiar with the tendencies of the modern mind and who understood that, while there are in Froebel some things worthy of approval, there are others that must be rejected," M. and Madame Delon studied the question and visited kindergartens in Switzerland, Belgium, and Germany. On their return they were empowered to open a small experimental school, based on their interpretations, in connection with the school of which Madame

Delon was directress. Two years later, however, Madame Delon died, and the experiment was discontinued.

On the other hand, a course in general pedagogics together with a special course on the "Froebelian method" had been organized at the same time by M. Delon, and has been continued by him to this time. This course is attended annually by "twenty young women or girls, who are teachers or prepare themselves for the work."

In writing of his modifications of the "Froebelian method" M. Delon says: "Froebel, although infinitely ingenious, unfortunately lacked erudition. I felt that it was necessary to supply for the education of earliest childhood a firmer basis, and one more in keeping with the scientific spirit of modern society. For this reason I began with the establishment of the synthesis of the method of education and instruction on a scientific basis, at the same time excluding the mystic element and the excessive symbolism brought into it by Froebel, and even exaggerated by the women who continued his work. Not that I excluded sentiment and poetry, but I purposely confined myself to the poetry of nature and of life, avoiding the reveries of a symbolism which is inaccessible to children. Nature, human labor, family life, home affections, human sympathy seemed to me to be the only sources of a true and living poetry."[1]

From another point of view, he first made a sharp distinction between the method and its devices, then between general devices and special Frobelian devices. The general devices correspond with those of the intuitive method in its general features, a method in which the child is taught by means of observation and work and which is typified in the object-lesson (*leçon de choses.*)

With reference to the special Froebelian devices he claims to have shown that they were and could be only special cases of some general device, distinguished merely by certain forms and certain details; that, indeed, all these special devices (the exercises with the cubes, prisms, sticks, rings, etc.) together constitute an intuitive study of geometry and an introduction to the intelligent construction and realization of geometrical forms. "Consequently," he continues, "I have grouped them all around the most important exercise of the series, the one exercise which represents the general thought most clearly, viz., drawing. I connected all these exercises, not exclusively, but principally, as a gradual introduction to drawing, or as a variation of drawing."

It is scarcely needful to add another word in order to show how little Froebel is understood by his French disciple. Froebel's constant effort, even in his plays with the gifts, to lead the child to a more intelligent observation of the things suggested by the plays; his constant endeavor to insure clearer thought and more definite thought-expression; his constant aim to lead the children with the help of those plays to see more fully and to appreciate more reverently as well as more lovingly the relations of things to life; and—most of all—his unceasing endeavor to develop and strengthen in the children through these plays, in addition to a growing sense of individual power, a correspondingly increasing sense of social responsibility, of duty to man and to God—all this is overlooked, and nothing remains but a little Pestalozzian knowledge-getting and a new way to teach drawing.

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[1] M. Delon gives us illustrations in his *Lectures Expliquées* of the poetry of which he approves for early childhood. These consist of a number of dictations to be given to the children and followed by explanations of certain portions of the dictation. I take one of them at random; it is entitled "The Moth," and reads as follows:

"O moth, pretty little moth with velvety wings, more delicate than the leaf of a rose, lighter than the feather carried away by the wind, little capricious, roving thing! Flutter about in the dusk of the evening, drink the dewdrops on the leaves, skim over the water of the pond, graze with thy wings the eaves of the house, rest thyself on the flowers of the garden or upon the white walls which the moon lights up. Go, come, free as the bird; roam, dance, and whirl; but beware of the owl and her glistening eyes; beware, above all, of the treacherous flames that give us light in the evening." "One day the window was open, the lighted candle was on the table. The moth, outside, perceived it. Did he mistake it from afar for a star! He flies towards the light; he enters the room.' "Alas! little foolhardy pet who playest with danger, who lovest whatever burns, little doting moth who fliest towards all shining things, pet moth beware!" He flies about the candle flame; he passes to and fro, flies away and returns; frightened, then dazzled, whirling nearer and nearer, drawn by the flame, so near that he burns the tip of his wing. And, then, it is over, one more turn, then two others, and he rushes into the middle of the flame, a slight sudden flash, a rustling sound, a little smoke, it is all over.' "Alas! alas! poor little moth!"

This is followed by a little oral treatise on moths, informing the little child that they are insects; that they have a head, a thorax, and an abdomen; that they have six legs; that they undergo metamorphoses, and so on, the entire science somewhat boiled down.

In the first paragraph of another piece the oak has been felled, its wood is prepared for the stove. The second paragraph gives the history of the tree from the acorn up through a hundred years. The third paragraph enjoys the heat of the burning wood, enjoys seeing the forest tree compelled to return to us in the bottom of the furnace the heat and the light which a hundred summers ago, under the blue heavens, it took from the sun." This is followed by learned disquisitions on the chemistry of combustion, not hesitating to disclose to the little child the atomic composition of its products, carbonic acid and water.

We leave those who are familiar with Froebel's Nursery Songs to judge on whose side lies the true poetry, and which will kindle a bright light in the child's soul—Froebel's "mysticism" or M. Delon's learned mystifications.

Even M. Gréard, to whom Mademoiselle Matrat assigns the honor of having authorized the first experiments with the "*méthode Froebel*" (see page 729) and who is a most thoughtful and earnest lover and student of childhood, fails to reach the heart of the kindergarten. He recognizes correctly enough that Froebel in his play-work with the child appeals to the child's instincts of inquisitiveness, of activity, and personality, but sees the work wholly in its relation to intellectual development and ignores its influence on the development of the moral and social nature of the child and its bearings on the humane and religious tendencies.

THE PUBLIC ÉCOLES MATERNELLES OF PARIS.

From the official report of M. Duplan, subdirector of primary instruction, the following account of these schools is culled:

The public *école maternelles* of Paris are organized virtually on the basis of the decree of August, 1881, which would transform the *salle d'asile* from a purely charitable institution into an *école maternelle* with definite purposes of instruction, a special programme, and peculiar methods of procedure. It is claimed that Paris has been able to accomplish this transformation more completely than other parts of France. In proof of this, the official regulations, time-table, and programme are adduced. (See Appendix B.)

The essential points of transformation are—

(1) The definite separation of the children into sections in accordance with their age and degree of intellectual development. There are three of these sections, comprising, respectively, children of 2 to 3½, 3½ to 5, and 5 to 7 years old. In the former *salle d'asile* all the children were united for purposes of occasional purely oral instruction in a single room and seated on an amphitheatral estrade. During the greater part of the day the children played as they pleased, under the supervision of the teacher, in the play-room or in the open court. In some cases efforts were made to teach the children in groups according to age, but this expedient proved quite unsatisfactory. In the *école maternelle*, the children are divided definitely into groups not exceeding fifty children, and each group is under the direction of its own special teacher.

(2) The consequent establishment of three classrooms, and the gradual abandonment of the amphitheatral estrade.

(3) The provision of furniture, seats, and tables, which enable the children to practice drawing, writing, and to do manual work with kindergarten material. In this direction there is a gradual development from the double-seated school desks, with the children facing the teacher, to the movable kindergarten tables and chairs.

(4) The definite introduction of Froebel's occupation material, and consequent efforts to instruct the teachers in the intelligent use of it by means of conferences conducted by the inspectresses. All new teachers are required to be proficient in the use of the new methods.

In order to enable the teachers to carry out the plans of the administration, the city places at their disposal an extensive list of books and school apparatus from which they may choose freely to the extent of 1 fr. 40c. per pupil and per year.

Concerning the specific subjects of instruction, the following facts are of interest: The greatest difficulties are encountered in the teaching of reading; "the phonetic alphabet is too abstract to enable the children to understand readily that a certain letter or group of letters form a symbol suggesting a certain sound." Consequently the teaching of reading has been combined with exercises in writing. At first the child learns to imitate the forms of letters with the help of sticks; he then learns to reproduce these forms on his slate, and during the latter part of his stay in the *école maternelle* he is permitted to write on paper. As a rule, at the age of six or seven, they read and write passably well.

Arithmetic is taught within the limits of counting from 1 to 100 and from 100 to 1,000 with the help of balls, sticks, cubes, etc. At the end of the school period the multiplication table is learned, and some very rudimentary notions of the metric system are given.

Geographical notions within narrowest limits afford much satisfaction; but history, inasmuch as it deals with facts beyond the children's horizon, seems to offer much difficulty.

Singing gains in the measure in which the teachers gather musical knowledge and skill for themselves. In the use of the Froebel games some restrictions are imposed by the lack of space. The free gymnastic movements which are used in all the schools seem to have little interest for the children, and the ordinary gymnastic apparatus is excluded because of the dangers its use involves.

This portion of M. Duplan's report closes with an account of a regulation day in a maternal school, which we translate in full:

"At half past 6 in summer, and at half past 7 in winter, the school is opened, the *femme de service* is at her post, the fire is burning if the weather requires it; everything is in its place.

"The teacher on duty is the first to enter; she has to receive the children and to supervise them. Until 9 o'clock the children as they arrive are gathered in the court in fine weather, in the playroom in unfavorable weather, and play freely.

"At 9 o'clock all the teachers are at their posts; at the signal given by the directress, silence reigns and the children group themselves in classes.

"From 9 until half past 9 the inspection for cleanliness takes place and the children are led to the closets; finally, at half past 9, they enter the class rooms singing.

"The next period lasts until half past 10; for an entire hour intenseness of thought! Care is taken, therefore, to vary the exercises; a little reading and writing, object lessons, and language exercises. After each exercise songs and marching around the class room. Thus the hour passes rapidly and the fifteen minutes recess which follows suffices to relax the fatigued little minds.

"At three-quarters past 10 the work is taken up again, varying each day. At one time the teacher tells instructive and moral stories, at another time she takes up geography.

"At half past 11 the hour for luncheon has come. The children eat what they have brought or what the school fare furnishes them. Then they play.

"At half past 1 the work begins again as in the morning, with reading and language exercises. At 2 o'clock follow arithmetic or singing, alternately, for thirty minutes.

"From half past 2 to 3 o'clock the little ones play in the playroom or in the courtyard, while the larger children are engaged in gymnastic exercises.

"From 3 to half past 3 o'clock, drawing and manual work. Well handled these exercises are a veritable recreation; so that the lessons (in morals or hygiene, or in natural history) which follow from half past 3 to 4 o'clock find the children's attention still bright.

"After 4 o'clock the children play in the courtyard or on the covered play ground, awaiting the arrival of their parents, who are to come for them. Very often an older brother or sister, themselves pupils in the adjoining primary school, are charged with this care, and thus spare their parents a disturbance prejudicial to their daily work.

"At 6 o'clock the last children have left. The doors of the school are closed. The child will return the next day, happy to find again the comfort and the vigilant attention which this truly maternal house offers to him."

The personnel of the *écoles maternelles* of Paris consists of directresses, sub-directresses (or assistants), and substitutes, who take the places of absent teachers. In addition, each school has one or more *femmes de service*.

In point of requirements the teachers are on the same footing with primary teachers. They must be provided at least with the *brevet élémentaire* (elementary license).[1] Besides, those who would aspire to the position of directress need the certificate of pedagogic aptitude.[2] Again, since 1886, the applicant must not be connected with any religious order. The personnel may be recruited from among the pupil teachers of the Normal School of the Department of the Seine who have finished a three years' course; from among the pupils of a private school *"Cours Normal des Écoles Maternelles,"*[3] subsidized by the minister of instruction and by the city of Paris; and from among other candidates who have prepared themselves independently for the work of teaching. In 1888, out of 430 teachers of maternal schools in Paris, 35 had been furnished by this private *"cours normal,"* the remainder had prepared themselves for the work independently. Their salaries are the same as those of teachers in primary schools for girls, and reach for directresses from 2,750 to 3,450 francs, and for assistants from 1,500 to 2,500 francs.

In addition to the teachers each *école maternelle* has a doorkeeper (*concierge*) and one or more *femmes de service*. The latter receive a salary of 800 francs.

In 1888 Paris possessed 127 public *écoles maternelles*, seating 22,879 children. These places are more than filled by 25,700 registered children. In addition to these there are 5,177 "expectants" waiting for vacancies. For the accommodation of these, in so far as they are unable to pay the fees of private maternal schools, funds have been created to pay these fees for them. However, the funds secured were sufficient for only 745 of these children.

In 1877 Paris expended for her public maternal schools 2,147,000 francs; in 1888 she expended 3,606,000 francs, an increase of 1,459,000 francs or 68 per cent. This amounts to 140 francs annually for each registered child.

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[1] This implies a somewhat rigid examination in orthography, punctuation, penmanship, composition, arithmetic, free-hand drawing, gymnastic exercises, needlework, reading (with comments), grammar, national history, civics, geography, singing, natural sciences.

[2] This implies an essay on an educational subject chosen by the inspector of the academy, a day's teaching in accordance with a programme furnished twenty-four hours in advance, an oral examination on a variety of practical matters.

[3] This school was founded in 1882 by the State on the initiation of a society for the study and propagation of the new methods in infant schools (*Société des Écoles Enfantines*). Since 1885 the management of this school is in the hands of the society, under the supervision and control of the State. The course lasts three years.

A significant fact, proving the popularity of these schools among educated classes, as well as the democratic spirit of the French people, is brought out in a table exhibiting the callings of the registered children. This shows that the liberal professions are represented by 533 children; the public functionaries by 1,671; commercial employés by 3,289; merchants and manufacturers by 2,305; workingmen by 15,755; servants by 1,139; undetermined, 928 children.

The report justly looks upon this table as a proof that the *école maternelle* has permanently lost its purely charitable character and is more and more universally looked upon as a desirable educational institution.[1]

APPENDIX A.

The following account of "A day in the Maternal School" has been kindly furnished me by Mademoiselle Marie Hardy, subdirectress of the *école maternelle*, 94 Rue du Point du Four, at Paris. It affords a charming view of the inner life of these institutions:

"Our school is situated in one of the pleasantest and healthiest quarters of Paris. Well built and of smiling aspect, it affords every opportunity for the care of little children.

"The class rooms are large, well lighted, and cheerful. The reception hall[2] in which the children eat their meal is spacious and gives access to the play ground. Planted with large and beautiful trees, which, in spite of their dense foliage, admit air and light, this play ground is at once entertaining and instructive. Entertaining because here the children engage in their merry games, and instructive because it possesses a plat, band, or border in which Mademoiselle Blanvillain (the directress) every year, in order to please the bigger children, has them sow wheat, rye, barley, oats, hemp, and flax. These plants, which the children are pleased to watch in their growth, furnish topics for interesting and profitable lessons.

"As the useful should be united with the agreeable, a number of blooming plants surround the border, planted in boxes and in pots. It is difficult to imagine the care and attention the children bestow on their little garden. The largest ones water the plants and weed the beds, and if, accidentally, one of the smaller children would touch a plant, they quickly interfere, though with much gentleness and politeness.

"Last spring when there were many violets, Mademoiselle Blanvillain, in order to please the older children, gave them permission to gather each a little bouquet of a limited number of flowers and leaves. It is impossible to describe the joy of all these children. In a short time all had adorned themselves with these bouquets, yet not one had taken one violet more than his comrades. This, however, ceases to be astonishing when one remembers the lessons of morals which we give daily and in every connection, and in which we seek to inculcate a sense of diligence, of honesty, and duty.

"If I have laid so much stress on the arrangement and charms of our school it was done in order to show that our dear country is concerned not only with efforts to enlighten and increase the intelligence of her children, but would procure them all necessary comforts and pleasure like a loving and devoted mother.

"Yesterday, at 7 o'clock, the school was opened and children began to arrive, each bringing a small basket with provisions, such as bread, some beverage, and dessert for the noon meal. On their arrival they handed to one of the teachers 2 sous which an ever watchful mother had carefully wrapped in a piece of paper or tied in a corner of the handkerchief. They received in return a copper check, furnished with a string; this they fastened themselves to their baskets. For the 2 sous the children received food, varying each day, and suited to the season. Yesterday the bill of fare consisted of beef broth, beef, and preserved fruit. After handing over their money the children went to play freely in the courtyard, waiting for the opening of the class room. (In winter they wait in the reception hall (*préau*), and one of the teachers has them sing or go through with some movements suited to their age and power.)

"At half past 9 they were called into the *préau*, where each teacher inspected her respective pupils with reference to their cleanliness. Then they entered the class room, marching in step and singing, in order to begin the day gaily and their work with zest.

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[1] In the *Révue Pedagogique* of December, 1889, Madame Kergomard says that there are many localities where the mothers of from 50 per cent to 80 per cent of the children who attend the *école maternelle* could keep their children at home without inconvenience to themselves. In some cases this percentage rises even higher, as at Cahors, where of an average attendance of 330 children there are not ten whose mothers work away from home, there being no factories in that city and scarcely any indigence.

[2] *Préau*, originally a covered play ground, has gradually come to be a combination of vestibule cloak room, eating room, toilet room, and assembly room. Frequently, indeed, these various departments are separated from each other by partitions, breaking up the original *préau* into several rooms.

"Quickly to work, now; time is precious, was exclaimed. The younger ones read at the blackboard, the more advanced studied a lesson from a book. At 10 o'clock the books were put away; the time for writing had come. Each child took from its little compartment a slate and pencil, and copied as faithfully as possible the letters written on the blackboard by the teacher, while she passed through the ranks encouraging some, writing model letters for others, correcting bad postures.

"At half past 10 all the slates were put away. At a given signal the children formed in ranks, and singing marched out to the playground. One might have taken them for a flock of sparrows set at liberty; for whoever has worked well can play vigorously, and this our young pupils never fail to do.

"At 11 o'clock the whistle was sounded, the children again formed in ranks, and returned to the classroom for a new lesson. It treated of the human body in general and of its different parts. I asked many questions and did all I could to enable the children to find the answers in order to stimulate indolent intellects. After explaining everything, I had two children repeat all that had been said. Then, as nothing should be left undone to lift the soul of the children to Him who is Father of all, I showed them how grateful they ought to be to God who endowed us so perfectly, and that in order to thank Him it was our duty to take good care of our body and to preserve it in health and cleanliness.

"This lesson closed at half past 11, and with it the work of the morning had reached its close. The children left the room and were conducted to the closets. Subsequently those who take their meals at the school returned to the *préau* in line for their meals. Here they assembled around the tables, on which are arranged bowls with soup. During the meal two hired women busied themselves helping the little ones. After the soup each child was given a piece of meat and a piece of bread covered with fruit preserves. A special school fund, called *caisse des écoles*,[1] renders it possible to furnish indigent children the same food as their comrades, and without pay on the part of their parents.

"At half past 12 the meal was over; the children went to the playground, where the children take up and abandon a great variety of games with the fickleness characteristic of childhood. At half past 1 they reassembled in the *préau*, they were inspected as to cleanliness, and then entered the classroom in order.

"The arithmetic lesson was taken up. After a few very simple operations in addition and subtraction the teacher gave them some easy problems on things with which the children are familiar, or which were before their eyes. These they are expected to solve mentally and as promptly as possible. Like all the others, this lesson occupies thirty minutes. Subsequently they resumed their readers and carried on the exercise in the manner of the morning lesson.

"At half past 2 the children again returned to the playground and resumed the interrupted games. This short recreation of only about thirty minutes sufficed to relax the muscles and to relieve the attention of the children. At 3 o'clock a new lesson, this time of manual work, was begun. The children make paper sailboats, an dmany succeed quite well in their simple foldings and cuttings, which not only render the hand more nimble and skillful but develop the taste of the children.

"After some short exhortations concerning the work and the conduct, the distribution of "good points" took place. All who were prominent by their application and good conduct received good points.[2] At the close of the month they will receive in exchange for them rewards or prizes, such as playthings, books, pictures, etc.

"At the stroke of 4 the children who go home alone were dismissed in line, furnished each with his basket.

"Those who have to wait until some one calls for them remained in the *préau* under the supervision of one of the teachers, who is expected to remain until 7 o'clock in summer and 6 o'clock in winter.

"Such is the day for the older ones. The little ones have but one hour of work in the morning. During this time the teacher has them read in a singing voice a few letters; then she has them talk. Yesterday they repeated a short fable, entitled 'I have the cross.' This very simple and very short piece is readily learned.

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[1] The *caisse des écoles* originated in 1849 in associations formed by some companies of the national guard in some Parisian quarters for the purpose of aiding in the education of poor children. In 1867 these associations were legalized, and the law of 1882 rendered them obligatory in every commune. The revenue results from assessments, gifts, legacies, and the like, and in some cases the state aids these funds directly. They furnish indigent children not only with clothing, books, school material, and money, but rewards and prizes. They aid not only in the school meals, but in the outfit of school cadets and of vacation trips and of school colonies. In 1875-'76 in Paris and the Department of the Seine the receipts of these institutions amounted to 343,500 francs, and in 1887-'88 to 1,030,800 francs. Surely this is a public charity, administered in a manner most commendable and worthy of imitation. I would call the attention of our patriots who would leave all such matters to the school boards to this example.

[2] On the other hand the only punishments permitted by law are exclusion for a very short time from work and common games and withdrawal of "good points."

"In the afternoon they practiced cutting (*découpage*[1]) and some children obtained very pretty designs.

"During the remainder of the time they went through with some very simple exercises of the limbs; they sang and took part in a number of pleasing games arranged by the teachers."

APPENDIX B.

OFFICIAL TIME TABLE OF THE ÉCOLES MATERNELLES OF PARIS.

9 to 9:30		Inspection of cleanliness. Conducting the children to the closets. Entering the classroom.
9:30 to 10:30		Reading, writing, and language exercises.
10:30 to 10:45		Recreation in the classroom and children's games.
10:45 to 11:30	Monday, Wednesday, and Friday.	Anecdotes, stories, biographies from national history. Stories, accounts of travels, notions of geography.
	Tuesday, Thursday, and Saturday.	Notions on common things. (*Leçons de choses.*)
11:30 to 1		Leaving the classroom, luncheon, and recreation.
1 to 1:30		Conducting the children to the closets, to the wash room; return to the classroom.
1;30 to 2		Reading and language exercises.
2 to 2:30	Monday, Tuesday, Thursday, and Friday.	Arithmetic.
	Wednesday and Saturday.	Singing lesson.
2:30 to 3		Recreation on the playground. Gymnastics.
3 to 3:30	Monday, Wednesday, and Friday.	Drawing.
	Tuesday, Thursday, and Saturday.	Manual exercises; cutting, folding, and weaving.
3:30 to 4	Monday, Wednesday, and Friday.	Short lessons of morals and hygiene.
	Tuesday, Thursday, and Saturday.	Natural history; notions about animals, plants, and minerals.
4 o'clock.		Dismissal and surveillance on the playgrounds.

N. B.—Marches and evolutions are carried out rhythmically and with song accompaniments.

APPENDIX C.

Working programme of the Paris Écoles Maternelles.

Subjects.	First section (children 2 to 3½ years old).	Second section (children 3½ to 5 years old).	Third section (children 5 to 7 years old).
First principles of moral education.	Individual observation of the characters; attentive surveillance of each child; affectionate care; good habits instilled by example.	Familiar talks. Little stories, as much as possible with the aid of pictures; small explained pieces of poetry. Notions of duty, love of work. (Use the thousand incidents of school life to teach the child what is right and what is wrong.)	Same as second section. Appeal to the child's moral sentiment. Scrupulous care in reprimands and rewards. Inspire horror of tale-bearing and lying. Duties of the children: Respect for all living things (not to torment; not to destroy).
Language exercises	Show objects to the children; have them name them. Watch the pronunciation (objects before the children's eyes, and serving for clothing, food, etc.). Do the same with simple pictures. The language exercises are connected with every part of the teaching.	Have the children speak as much as possible; ask them, induce them to ask questions on all subjects. Short memory exercises; songs with words; very simple, explain them carefully.	Same as second section. Very short stories or readings by the teacher; retold afterwards by the children. Have them form short phrases, write them on the board after their dictation. Oral review of the object lesson. Correcting their language without injury to their good nature.
Object lessons	First training of the senses by means of little exercises: day, night, colors, forms, odors, sounds, flavors, temperatures, weights, dimensions. (Measuring exercises with the sticks in preparation for drawing.)	The same, more extended. Analysis of objects of different elements. Excite the interest and curiosity of the children. Lead them to look to observe their surroundings.	Very rudimentary notions about the human body; simple rules of hygiene; simple comparative study of the animals the child knows; plants, stones, metals; some plants used for food or in the industries; stones and metals in general use. Air, water (vapor, clouds, rain, snow, ice).

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[1] An exercise similar to our "cutting and pasting." Square papers are folded similarly, but, at first torn carefully in the folds instead of being cut with scissors. The central figure only remains as a result of the work, the rest is thrown away.

APPENDIX C—continued.

Working Programme of the Paris Écoles Maternelles—Continued.

Subjects.	First section (children 2 to 3½ years old).	Second section (children 3½ to 5 years old).	Third section (children 5 to 7 years old).
			Short object lessons, always with the objects before the eyes and in the hands of the children. Familiar exercises and talks, tending to give the children the first rudiments of common knowledge (right and left hand, days of the week and months, distinguishing animals, plants, minerals, seasons, etc.), and above all to lead them to look, to observe, to compare.
Drawing	The teacher makes on the network of the blackboard combinations of straight lines which the children reproduce on the network of their slates. They will then from their drawings try to construct flat imitations of the same combinations by means of slats and sticks.	The teacher draws on the blackboard straight and curved lines, carefully graduated, which the children copy on their slates. They then reproduce from memory the same designs with slats, sticks, and rings. Some of these combinations will have the form of mosaic patterns and may be executed with colored crayons, taking care, however, to use only primary colors (black, red, blue, yellow).	By means of interlacing slats, sticks, and rings the teacher will have the pupils construct very simple geometrical figures, right angle, acute, obtuse angle, triangle, quadrilateral, etc., then some simple constructions of two or three dimensions, such as a gate, the outline of a house, etc. These constructions are then drawn at sight by the children, but never more than one face of the object at a time. This play will make the children notice the relations existing between the different dimensions and thus train the eye easily. For this purpose the children use paper divided only by two perpendicular lines passing through the middle. Very simple common things, such as knives, birds, spades, forks, pickaxes, chopping-knives, hatchets, hammers, sickles, etc., are drawn in the flat. From time to time the children should reproduce these things from memory, in order to develop the memory of lines.
Reading and writing.	Simple combinations of lines, by means of slats or sticks; forming certain letters with the aid of these.	Collective teaching; writing, reading (writing being only a means to learn reading). Let the children recognize the sounds in the words, then the syllables. Representation of these sounds and simple syllables, with the help of printed cubes and on the slate; forming words with them. Proceed very slowly.	Same mode of teaching. Actual writing teaching; substitute paper for the slate (copy books with double ruling at five millimeters). Continue reading. At six years of age the child should read quite fluently. Individual teaching is formally prohibited.
Arithmetic	Count material things from 1 to 10 (the fingers, balls of the abacus, children, match-splints, etc.). Mental problems within the same limits.	Reading and writing figures. Oral problems from 1 to 50. Counting by twos, ascending and descending, starting at first with 2. (Abacus, fingers, slats, blocks, sticks, etc.)	Oral problems, as in the second section. Count from 1 to 100; from 100 to 1,000. Count by 2's, 3's, 4's. Study the multiplication table with the aid of things; recite it, sing it. Idea of halves, thirds, quarters. Show and have them recognize the meter, liter, gram, coins. Let them measure, weigh, estimate a sum of money.

APPENDIX C—continued.

Working Programme of the Paris Écoles Maternelles—Continued.

Subjects.	First section (children 2 to 2½ years old).	Second section (children 3½ to 5 years old).	Third section (children 5 to 7 years old).
Geography	Address of the parents, name of the district, of the commune. Placing the buildings. General idea of orientation; connect it with movements or accidents of surface.	Very elementary notions with the aid of the globe and the map of France; use a relief map to have them understand the map.	Study of the accidents of the ground on the relief plane. Orientation in the district. Familiar talks and short preparatory exercises, serving especially to stimulate the spirit of observation by having the children notice the commonest phenomena, and the principal accidents of the surface of the soil.
Stories, national history.	....	....	Initiation into the study of history. Some great biographical facts: Vercingetorix and the Conquest of Gaul; Clovis and the Frankish Conquest; Joan of Arc and the Hundred Years' War; pictures.
Manual work	Games, construction boxes, cubes, slats, combinations of polygons. Rolling, folding, and cutting paper with the fingers (*i. e.*, without scissors).	Games of patience; folding, plaiting, weaving.	Combinations in colored worsteds on paper and on canvas; simple work in paper, cardboard, straw. Tying of knots. Sewing.
Singing	Rote-singing; uniform rhythms; small intervals.	Rote-singing; intervals not exceeding sixths within an octave. Watch carefully the intonation.	Very simple rudiments of sol-fa; knowledge of notes. Songs in unison. (The children should not force their voices.)
Gymnastic exercises.	Free games and marches.	Games and marches. Rudimentary movements of the arms.	Graduated movements and exercises of the limbs and head. Evolutions.

V.—ITALY.

The first impulse for popular education in Italy came from the Piarists, a religious order established by Joseph Calasanzio, in 1617. At the time of its foundation the order embraced 15 priests, who, in addition to the usual vows, had promised to devote themselves to the gratuitous instruction of youth. Although much hindered, and even persecuted, by the Jesuits, they established themselves in many places, and are found even to-day, chiefly in Italy, Spain, the West Indies, Germany, and, particularly, in Austria-Hungary.

The first infant asylum (*asilo per l'infanzia*) was established through the efforts of Ferranti Aporti, an Italian abbot, in the year 1829, at San Martino, near Mantua. His writings have done much to establish a desire for educational reform in Italy and for the liberal movement in Italy. Indeed, in 1848, his liberal views compelled him to take refuge in Turin, where he died, in 1859, as rector of the University.

The example of San Martino was soon followed by Milan, by Turin—where Camillo Cavour and others founded an association for the establishment of infant asylums—by Brescia, and by Mantua.

Unfortunately the movement here, too, suffered much from the prevailing literary tendency of educational work and from the lack of suitably trained teachers. In their work the asylums followed the ideas of Père Girard, and labored to impart all knowledge through the medium of the study of the maternal tongue. This work soon degenerated into "the literal repetition of the teacher's words," a "mechanical drill which fails to develop the pupil's mind," a "new torment which children of former periods had been spared."

A Milanese report of 1889 asserts that Aporti foresaw this ruinous decadence of his work when he said, in tones of grief: "I only rarely visit the asylum now, because they are trying to convert it into a little university." In its criticism of such poorly (asylums) special attention is given to instruction, whereas this should be subordi-
conducted asylums this same report, prepared by Roncheti, continues: "In these
nated to education. The excessive forcing to which the children's intelligence is subjected frequently renders the intellect and reason sterile, while at the same time it prevents the harmonious development of the body. Private asylums generally sin

by stuffing the children's memory with mystic legends, abstruse didactic precepts, and unintelligible poetry. Their pupils excite the admiration of thoughtless people, yet their achievements are only the fruit of automatic drill."

Aporti himself, dissatisfied with these tendencies of the asylums, requested the Government to send a suitable person to Switzerland and Germany to study the kindergartens whose fame had reached him. As a consequence it became more and more evident that only Froebel's method could bring true life into these asylums, and the efforts of philanthropic educators were chiefly in this direction.

At the same time the attention of the Government was drawn more and more to these asylums. The ministerial regulations of 1860 empower school inspectors to visit infant asylums and accord to persons furnished with an elementary teacher's license the privilege to teach in these institutions. The regulations of 1862 urged school inspectors not to neglect visiting these asylums in their tours of inspection. In 1867 were published the conditions that entitle asylums to subsidies from the state.

A notable change of name occurred in 1880. Whereas heretofore in official documents the name asili d'infanzia (infant asylums) had been used, we meet henceforth the name giardini d'infanzia (child garden), indicative of the full recognition of Froebel's method. The regulations of 1880, which brought this change, made it the duty of normal school students to take a course of practical exercises in a kindergarten (giardino d'infanzia), and decreed that, in order to teach in an infant's school, the candidate must show that she had taken a three years' course in a kindergarten. A ministerial circular, dated in September, 1885, gives very particular instructions concerning the practical exercises of pupil teachers in kindergartens, and the report made by Superintendent Gioda to Minister Boselli in 1889 says: "I am firmly convinced that not until every normal school shall possess a kindergarten may we hope to place infant instruction on a solid foundation."

In April, 1889, Minister Boselli issued a circular, in which it is clearly stated that the asylums are no longer to be considered as places of refuge for the poor, but as educational institutions, in which is laid the foundation for future instruction; nor are they to be confounded with the school for which they prepare the children. For the sake of promoting the improvement of these asylums, the minister ordered the holding of conferences by competent men in which teachers should be made familiar with correct principles of infant training; and, with the same object in view, he declared that the subsidies of the state henceforth would be conceded only to asylums which already followed the new methods (of Froebel), or which could show that they were prepared to introduce the needed improvements in their work.

In order to render these conferences truly efficacious, model work was presented and opportunity afforded for observing the practical work of excellent teachers. During the same year there were held nineteen such conferences, attended by 3,000 teachers.

From statistics presented in the report of Mr. Gioda, I take the following interesting notes concerning the growth and development of these schools: In 1862 there were 1,673 infant asylums, of which 373 were public, attended by 71,054 children, and taught by 2,287 teachers. In 1884 there were 2,035 asylums, of which 1,433 were public, attended by 229,510 children, and taught by 5,330 teachers.

In 1889 there were 2,118 asylums, with 268,954 children taught in 5,676 rooms. Of these 2,118 asylums, only 328 were of the old Aporti pattern; the remainder followed Froebel's methods, more or less; chiefly less, it would seem, inasmuch as reading and writing was still followed in 1,858 of these schools. Of the 268,954 children attending these schools, 80,480 were less than 4 years old; 154,912 were between the ages of 4 and 6; the remainder were over 6 years old.

With excellent tact the report to which I owe most of these statements attaches little value to the efforts to reconcile the Aporti and Froebel systems in the so-called mixed system. "In many of these mixed asylums," the reporter says, "the mnemonic exercises are excessive and are added to reading and writing. The error has always the same cause; it arises from an effort to transform the asylum into a school. All the evil lies here, inasmuch as it is impossible to imagine two institutions more different in their make-up. The mixing of the programme of one elementary school with that of another is already a great evil interfering with the order in which the cognitions are to be learned; but it grows a thousand fold in the case mentioned above, because the disturbance extends to the very root of mental development. Who has ever had the courage to assert that a child of 4 or 5 years can understand the infinity of things with which their memory may be crammed? Before teaching the child the arts of reading and writing, it is the chief duty of the educator to give the greatest possible attention to the cultivation of its senses and the rational direction of its natural instincts. The principle of intuition of Pestalozzi and the principle of productive work of Froebel, however, are of wonderful efficacy in the asylums. It is well established that unless the child has attained the proper age it is not well that he should learn the things which are taught in school; he has above all things need of motion, air, and light."

Much, too, is made in Italy of real gardens in connection with the infants' schools. Of the 2,118 asylums in 1889, 886 were provided with gardens. To us these appear most gratifying when contrasted with the labor-hating and sun-shunning American kindergartens, to which the "garden" is a myth, symbolized occasionally in a few sickly pot-plants. But the thoughtful Gioda deplores that so few of the asylums are thus blessed. With the help of the garden, the child learns the lesson that he who does not sow shall not reap; grows fairly into respect for property, love of his neighbor and charity, love of work, and helpful kindliness.

Much is being done, too, to secure well-prepared teachers. The conferences conducted by competent men and women have been mentioned. In addition an excellent normal school for the preparation of kindergartners has been in operation for a number of years at Naples, under the patronage of Madame Salis-Schwabe. Of this we shall speak more in detail further on. Another such school was established at Verona a few years ago, and a third at Rome last year. If to these we join the facts that good kindergartens have been established or are about to be established in connection with all normal schools for elementary teachers, and that all elementary teachers are expected to take a course of kindergarten training, we may well look upon Italy as the land of hope.

Nevertheless, much still remains to be done. Of 5,119 teachers in 1889, only 2,109 were licensed; 3,050 had had no preparation or, at any rate, were without licenses of any sort. Of these teachers 1,878 belonged to religious orders, 3,241 were lay teachers. The report prophesies that the number of lay teachers will increase in the measure in which the importance of kindergartens or asylums will be recognized, and intimates that the retention of the teachers belonging to religious orders is due chiefly to the fact that they cost less.

In many asylums the regular teacher is assisted by young women who watch over the children while she is engaged in the work of teaching one of the sections. These assistants, according to the report of Gioda, "are generally without culture and without licenses of any kind; in many regions they speak, with the children, the local dialect, themselves knowing no other, and thus waste much precious time that would be used in the acquisition of the Italian language." Among the evils of this system the report mentions the immobility to which the children are condemned, since the chief business of these assistants is to keep the children, who are not being taught at the time, from talking or moving about.

In similar spirit the report condemns the employment of uncultured servants, who receive the children in the morning, stay with them at lunch time, and attend to their various needs. For this purpose, too, Gioda would employ persons of gentle manners and graceful speech.

The ideal placed before Italian asylums is surely satisfactory. It requires ample, well lighted and ventilated, scrupulously clean rooms, the walls ornamented with charts representing facts of life, an ample playground, a large and carefully cultivated garden. The progress in this direction seems to be encouraging. It is true that of the 2,118 asylums in 1889 more than one-half, or 1,303 asylums, were in satisfactory rooms and localities; in 1,002 the didactic material was satisfactory, and in 1,091 the seating was good. On the other hand, 1,309 still had their benches arranged in gallery style.

In 1,232 of the asylums a light lunch is served, consisting of vegetables, fruit, and bread. This is furnished free to poor children; others pay a small monthly fee.

The numbers of hours during which the children are kept in the asylums vary from two to five daily. The latter number prevails where the asylums are treated as schools. In the majority of these the children are kept seated for two long hours each half day. Yet these evils, too, gradually yield before the intelligent efforts to establish true kindergarten ways in these institutions.

The cost of the asylums during the year 1889 was about 6,000,000 lire, an average of a little over 20 lire per child; but there is constant and successful pressure to increase this and to raise the character of the asylums accordingly.

The supervision over the asylums is in the hands of committees consisting of counselors, inspectresses, and a physician. It is peculiarly gratifying to notice the prominence given to inspection of these institutions by ladies. This fact alone will here, as well as in France and Belgium, insure constant progress of the work in the right direction and render it more and more truly educative.

The report of Mr. Gioda further recommends that the care of the asylums of Italy be made the exclusive concern of one official connected with the ministry of public instruction, and that four inspectresses be detailed to aid him in his work.

Among the various provinces of Italy, Milan is most thoroughly committed to the work of infant education. In this province of 1,200,000 inhabitants there are over 200 asylums, 109 of which are the work of public charity. They are attended by 20,000 children, and employ 360 teachers and 180 servants.

The method followed in these asylums is "mixed," yet with a decided tendency to follow the principles of Froebel. It aims, in the words of Superintendent A. Roncheti, "to secure the development of the physical, intellectual, and moral faculties of the child, in order to enable it to find by its own efforts the first knowledge of the true, to experience the free aspirations of the beautiful, and to dispose it in its feelings and in deeds to practice the good. * * * It engages the child in simple exercises which serve to develop its natural faculties, placing it in the helpful environment of that small world of objects which invites it to explore spontaneously what there is and what is done in real life. These exercises are made with the help of the varied supply of objects which constitute a characteristic feature of the Milanese asylums. In some of these the children are exercised even in manual work, in the work of the field, of the orchard, and of the garden; borrowing as much as possible from the Froebel system without, however, transforming the Italian institutions into German kindergartens."

For manual work Swedish woodwork (Slöjd) has been rejected as being too exclusively utilitarian, tending to the trades. On the other hand, clay and cardboard are used extensively and quite systematically. By this means "the child does not learn a trade, but its interests are directed to practical life and to a knowledge of surrounding things. Thus it acquires knowledge, acquires firmness of will, learns to love work."

On the whole, it seems that the work has an upward tendency. Yet one of my most honored and clear-sighted correspondents writes me: "You will find that these infants' schools are known as asylums, although efforts are being made to introduce into them the occupations and plays of Froebel. Considering the spirit in which these asylums are conducted, they scarcely, however, deserve a different name, inasmuch as the chief effort still is to make prodigies. This fault reigns supreme in all infants' schools, and the pedagogic maxim that bids us follow the slow and systematic march of nature is only a fashionable phrase which no one would seriously put in practice."

Great help, however, in this respect is radiating from the Froebel Institute, established at Naples through the efforts of Madame Salis-Schwabe. In 1861 Garibaldi, convinced that an education that might elevate the people could be established only with the coöperation of women, issued an address to the women of Italy, in which occurred the following words: "I have that profound faith in the kindly disposition of Italian women of all classes that I venture to address them and to invite them to realize this noble end (of removing the immense gulf that separates the poor from the rich). In the hundred cities of Italy let there be formed committees of ladies with the object of collecting means of every kind in Italy and other parts of the world to assist the needy and to establish schools for their education."

In answer to this appeal there was formed at Turin the "Italian Ladies' Philanthropic Society," of which the Marchioness Anna Pallavicino Trivulzio was made president. These ladies issued a "programme," in which they declared it to be their intention to establish: "(1) Ragged schools; (2) provident societies; (3) institutions for destitute orphan daughters of the Italian liberators." A special letter was addressed to Madame Salis-Schwabe, a Neapolitan lady of wealth and philanthropic fervor, at her English home, in which she was urged to appeal for aid to "our English sisters."

Madame Schwabe entered into the work with great energy, and in a short time raised a fund of £3,000 and a two years' annual subscription of £400. With the help of this money she established, under the guidance of Miss Reeve, an English lady, an elementary school at Naples in the same year. In 1865 Miss Reeve died, a victim to the cholera. The school was closed until a fit successor to Miss Reeve could be found. In the winter of 1871 Madame Schwabe went to Rome and Naples and succeeded in obtaining from the city of Naples the gift of part of an old monastery for her work. When, however, she was ready to resume the school, through some change in the officials the building was withheld. At this juncture the Italian Government came to her aid, placed at her disposal the sum of 24,000 lire, and consigned to her use in 1873 a large Government building, the former Collegio Medico, for a term of three years, the grant to be renewed every three years, as long as the school should continue to flourish. In 1876 the grant was made for thirty years, because of the success in the work. In 1884 the growth of the institution called for additional rooms, and she was enabled to supply this with the aid of an extra subsidy of 50,000 lire by the Italian Government. In 1887 the institution was constituted by royal decree into a corporate body, with the title *Instituto Fröbeliano Internazionale Vittorio Emanuele II.* On this occasion the building was granted the institution forever, with an annual subsidy of 12,400 lire from the Government. In addition to this, the institution enjoys other subsidies from various corporations at Naples, and the interest of an endowment of 50,000 lire, secured through Madame Schwabe.

The institution consists of a popular school and a school for the wealthier classes. The latter is made up of a kindergarten in three divisions, a transition class, four elementary classes, a higher school of five classes, and a Froebel seminary for the training of teachers on Froebel's system. In the kindergarten boys and girls are educated together; in the elementary schools they are separated. The boys leave the school in their eleventh or twelfth year; the girls, however, continue their studies in the "higher school." After passing a Government examination in their seventeenth or eighteenth year, they may enter the training college for teachers. This college also receives girls from other schools, provided they hold a Government license as teachers.

The three upper classes are taught by leading professors. All the other classes are under lady teachers, all of whom must be familiar with Froebel's principles and method. The institution at present numbers 1,100 pupils, of whom 450 belong to the popular school.

The popular school consists of a kindergarten of three classes, a transition class for boys and one for girls, each followed by three elementary classes. The 180 children of the kindergartens are served a plate of warm soup at noon. The kindergarten work is under the supervision of Madame de Portugall, whose work at Geneva and whose synoptical table at kindergarten occupations have world-wide fame. The presidency of the institution is in the hands of Prof. Trinchese.

The popularity and growth of the institution will appear when these notices are compared with the original status of the institution. In 1873 the kindergarten was opened with 24 children of both sexes, and the elementary school with 16 pupils. In 1877 the normal department was opened with 8 pupils.

To the courtesy of Madame de Portugall and her accomplished kindergartners, Silvia Brassiello, Elvira Cerboni, and Carusio Elminda, I owe the detailed description of the work of the three kindergarten classes appended to this report.

APPENDIX.

DETAILS OF THE WORK OF THE KINDERGARTEN OF THE FROEBEL INSTITUTE AT NAPLES.

First class.

Everybody knows that Froebel established the kindergarten in order to assist the mother in the fulfillment of her many and varied duties, and in order to supplement the education of the family, which, alone, can not secure for the child the environment necessary, as says Montaigne, to teach him the art of living.

The sphere of his affections should grow, and he should learn to respect the rights of others and follow the dictates of duty.

Furthermore, the kindergarten affords the child opportunities to manifest his whole being, to enjoy the advantages of social intercourse with his equals, children of his own age, and to develop harmoniously. Thus the kindergarten complements the family and furnishes a normal environment in which the child may pass profitably a few hours of the day.

In order to comply with the growing requirements of the child our kindergarten is divided into three classes: The first, for children 3 to 4 years old; the second, 4 to 5 years; the third, 5 to 6 years. From this third class the children enter the school. Each class has its own peculiar complexion in accordance with the age of the children, but the spirit of the class is that of the teacher. Naturally the first class, more than the others, preserves the tone of the family. Here there is merriment, joy, and festivity without end. The occupations are simple, elementary, and always alternating with songs, games, and other diversions. However, everything is grouped as much as possible about a common subject, so that the child may gradually learn to concentrate his attention upon a certain group of facts. A certain subject is chosen, either with the help of a story, or of a stanza of poetry, or of a picture, and all the occupations serve to illustrate, to represent, and to explore the subject.

The story should be short, clear, animated, and the children should take part in it, not only listening but imitating in play the movement in point. How easy is it by means of well-chosen stories to influence the judgment and the moral development of the little audience which is deeply interested and shows ready sympathy, lives with its heroes, and takes part in the various scenes in a whole-souled manner. Still more efficacious and captivating are these stories, if they accord with surrounding nature, the seasons, and local events. Such a story furnishes material for an entire week.

THE FROZEN BIRD.

Little Mary lived in a nice little house. She had a sweet little room all for herself with a window from which she could look out into a large garden. Directly opposite, at a short distance from the window, there was a high tree, in which, during the summer, many little birds built their nests.

One day it turned very cold, and the frost lasted for several days; Mary frequently looked out at her tree, for every day it lost more and more of its leaves which had already turned quite yellow.

It rained constantly, and one day, to her great surprise when she stepped to the window, she saw that the tree and the window sill were covered with snow. She opened the window, in order to scatter, as usual, crumbs of bread for the little birds that lived in the tree. But, what did she see? A poor little bird with its eyes closed, and quite cold. "Poor little bird!" she exclaimed, taking it in her little hand, and breathing upon it in order to warm it. Then she ran to mamma crying, "Look, mamma, what I have found! I fear it is dead." And her mamma went immediately to get some cotton, with which she made a soft warm nest for the poor little bird. Gradually the little bird began to get warm and opened its little eyes. Then it began to eat, and at last to hop around the room.

Little Mary, full of joy, ran to get a cage, put the little bird in it, saying, "Now this will be your little house, and I shall be your little mamma, for it is cold out of doors, and it rains." From that day he was little Mary's friend. Every morning he woke her with his song, and Mary from her little bed wished him "good morning."

After the winter came the spring. The trees began to put forth new leaves, and the little birds began to build nests among the branches. But Mary's little friend was still in his cage. He heard the songs of the other birds and saw them flying about. He, too, would have liked to be with them in the open air, and he became sad and stopped singing. Mary noticed this, and one beautiful day she opened the cage, gave a last kiss to the little bird and let him fly away. The happy little bird flew to the tree opposite the window and there began to sing with all his might.

Every morning after that he pecked at the window to greet his little Mary.

After the story the children imitate the little birds in their games. When they return to their tables they build with cubes and bricks the little bed in which Mary slept, the window on which the little bird was found, the garden and the tree covered with snowflakes are made in the sand table. The little balls are made to fly like the little birds; they are caught in the hands, as Mary did the little bird, etc. Thus every occupation is related in some way to the little story.

The various occupations may be seen in the time-table, which, however, is subject to all kinds of occasional variations, depending on the seasons, on the events of daily life, and on the phenomena of nature.

The chief purpose of the teacher should be to make the children happy, to lead them insensibly to the good and to secure the natural development of their natures.

SILVIA BRASSIELO.

Time table.

Hours.	Monday.	Tuesday.	Wednesday.	Friday.	Saturday.
9:30 to 10	Story	Object lesson	Ball games	Building	Ball games.
10 to 10:30	Games	Games	Games	Games	Games.
10:30 to 11:30	Building	Sand	Sticks	Drawing	Sand.
11:30 to 1	Lunch and recreation.	Lunch and recreation.	Lunch and recreation.	Lunch and recreation.	Lunch and recreation.
1 to 2	Games with second gift.	Tablets and buttons.	Beads	Songs	Tablets and buttons.
2 to 2:45	Games	Games	Games	Games	Games.

Second class.

The majority of the children of my class were prepared in the first class. Hence they are led much in the same manner, especially during the first part of the scholastic year.

I aim, above all, to make my children happy and good, and as I notice their powers growing I require more prolonged attention, greater precision in the work, more promptness of obedience, indeed, progress in every respect.

The garden with its flowers, with the plants, with the animals, and the fountain, furnish material for the subject of the week, which is introduced much in the same manner as in the first class, but at every point tending to lift the children to the higher plane of the third class.

Furthermore, I seek to make the children familiar with industrial life, more particularly with the arts and trades that affect their own existence, in order to get them to feel their dependence and to awaken in their hearts the sentiment of gratitude.

Certain occupations, too difficult for the first part of the year, I take up after New Year or toward Easter. This is the case with drawing and perforating, which require a steady hand and greater attention.

The gymnastic games are carried on in this class more systematically. Thus in marching I aim to secure more precision and agility in the movements. To this are added the ball games in the open air. This does not exclude, however, the free running and playing in the garden which affords me an opportunity to observe my children and to study their temperaments.

In the proper season there is added the occupation of gardening, which is much enjoyed by the children, and affords opportunities for observing the development of the common herbs and vegetables. Finally, by means of the observation of nature, I seek to lead the children gradually to the recognition of the Creator, to lead them to love Him and to be thankful to Him.

CARUSIO ELMINDA.

Third class.

In his kindergarten, Froebel has created an environment where the child can develop harmoniously its physical, moral, and intellectual powers.

I. The gymnastic exercises, the games, songs, the free plays in the garden strengthen the physical powers of the child, and secure to him that condition or health so indispensable to his normal development.

II. Love is a fountain which must be reached in the education of the child. All in the kindergarten is love; love of the teacher for the children, of the children among themselves, and for their other mamma. This love should extend to all within the reach of these little ones and find fresh food in intercourse with nature. To let the child live in nature is one of Froebel's fundamental ideas.

To make the flowers speak, as well as the bird and its little ones, and the meanest worm, to endow them with a soul, with affections and feelings, while the child is near, so that he may love and respect them—this is the great secret.

The world of the little child should teem with love, and he is happy when, with the teacher's help, he apprehends this life. Respectful and loving intercourse with nature are, then, the cardinal points of the child's moral education. He becomes good through contact with nature. This is true everywhere, but has especial value for our city of Naples, where as a rule there is little interest in nature and little sympathy for lower animals.

III. All the occupations, in a general way, strengthen and develop the intellectual faculties. In the work with these the teacher should proceed from the easy to the difficult, without leaps, without omission, so that each new knowledge may be prepared by its predecessor. It is needful, besides, to present to the child known objects, to enlarge the number of the sensations he receives from these objects, so that he may form accurate perceptions.

All teaching should tend to establish habits of order, of accuracy, of neatness, and nourish in the child the sentiments of the beautiful and the good. In his work the child should experience a sense of gratification that makes him love his work. In his occupations the child is, at first, directed by the teacher; subsequently he invents for himself. In this lies the chief value of the occupation; for it is creative work that gives strength of mind and engages all its powers, and enables it to feel, as it were, its own value.

My class, being the third of the kindergarten, forms the bridge from the kindergarten to the school. Here the children are to be prepared to become good scholars. Hence, certain occupations become more important than others. Such are drawing, number and language exercises, the discussion of objects, and preparation for writing.

The conversations tend to enlarge the ideas, to increase the knowledge of the child, as well as to give him conscious control of his speech. Having selected a subject of conversation, I let the children make many short sentences about it. If I have spoken, for instance, of a dog whom I named Fido, I let the children tell me all that Fido can do. "Fido eats; Fido drinks; etc." I let the children see clearly that when I say Fido sleeps, I do not mean that he runs; and that when I call Fido, I do not mean Julius. I aim to impress upon the children that each word corresponds with a thing, an action, etc., and that everything has its own name.

When they have appreciated the full word, I let them break it up in syllables, and finally in these various syllables I let them find the various sounds, leaving to the school the work of continuing this study on the synthetic side.

Of equal importance are the first number exercises from 1 to 10, always in the form of play, and keeping away from all abstract work.

I let my children count numbers of things. These exercises constitute mental gymnastics, and of much value if care is taken to avoid premature considerations of abstract work.

I add to these general remarks a time-table which will show how the various subjects are distributed.

ELVIRI CERBONI.

Time table of the third class of the kindergarten.

Hours.	Monday.	Tuesday.	Wednesday.	Friday.	Saturday.
9 to 9:30	Reception of the children, conversation, and inspection of class room.				Review of incidents of the week.
9:30 to 10	Story	Object-lesson	Rhymes, adapted with story.	Building	Paper cutting.
10 to 10:30	Out-door walks, songs, and gymnastic exercises.				
10:30 to 11:30	Building or clay, according to the requirements of the story.	Perforating	Folding	Tablets or rings.	Interlacing.
11:30 to 12	Songs and games, and preparations for luncheon.				
12 to 1	Luncheon and recess.				
1 to 1:30	Return to the class room, preparation of lesson, and distribution of material.				
1:30 to 2:15	Weaving	Paper cutting	Sticks	Embroidery	Drawing.
2:15 to 2:45	Games	Games	Games	Games	Games.
2:45 to 3	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal.

VI.—ENGLAND.

The first deliberate efforts in behalf of infant education in England date back to the philanthropic work of Robert Owen at New Lanark. For the benefit of the poor people whose interests he had made his own, he established in connection with his schools a preparatory department or "training school," to which children were admitted at the age of 3. Here they were "perpetually superintended to prevent their acquiring bad habits, to give them good ones, and to form their dispositions to mutual kindness and a sincere desire to contribute all in their power to benefit each other." The first teacher employed by Robert Owen in this work was Buchanan.

Buchanan's work attracted general attention, and in 1819 he was called to Westminster, where he established a similar school under the auspices of Brougham, James Mill, Macaulay, and others.

In 1820 a similar school was opened at Spitalfields and placed in charge of Wilderspin. Wilderspin was an educational genius. To him is due the name infant school, as well as the general and abiding impetus to the work which led to the establishment of the Home and Colonial Infant School Society, and made infant training a prominent feature of the work of the British and Foreign School Society.

The Home and Colonial Infant School Society was founded in 1836 for the purpose of improving and extending the existing system of infant schools. With the aid of Miss Mayo and Robert Dunning they accomplished much good. They sent into the field many well-trained teachers; they arrested the further growth of the "prodigy system" of precocious forcing, which was making sad havoc of child-like modesty and innocence; they placed their work broadly on Pestalozzianism; they established the practice of grading children for purposes of instruction, and abolished the gallery system, and banished arbitrariness and bitterness from their modes of discipline. In the course of time they admitted some kindergarten practices into their work, but left the honor of establishing the full kindergarten to the older British and Foreign School Society.

This society had been established in 1808 as an outcome of efforts on the part of a number of philanthropists to aid Joseph Lancaster in his efforts to establish free schools, *i. e.*, schools "open to all, without distinction of sect or party." To this purpose the society has faithfully adhered to this day. Indeed, the development of popular education in Great Britain is largely, if not wholly, the work of this society. The names of Brougham and Graham, of Althorp and Russell, of Forster and Mundella, are prominently connected with its labors.

In order to accomplish its object, the society maintained a number of central model and experimental schools; established colleges for the training of teachers; employed agents and inspectors whose duty it was "to visit and inspect British schools, confer with local committees, aid in the establishment of new schools, deliver lectures, hold parents' meetings, and in various ways help forward the work of popular education"; supplied schoolbooks and school material, and kept a watchful eye to aid sound educational development.

In the fall of 1874, Sir Charles Reed, acting under the society's instructions, engaged Miss Eleanor Heerwart to inaugurate the kindergarten work in the Stockwell Training College. In addition to the classes of senior and junior students, a class was formed for teachers, meeting once a week, and a class for pupil-teachers, four times a week; a specimen kindergarten was established, the children being taught two hours each Saturday morning. (Seventieth Report.)

The soil had been well prepared for the favorable reception of really good work. Miss Barton, Madame Michaelis, Miss Manning, Madame de Portugall, Prof. Payne, and others had already done much to show the value of the kindergarten. Miss Heerwart herself had successfully conducted a kindergarten in Dublin since 1862, and had proved her unusual ability as a teacher and as an apostle of Froebel in many other ways.

Rev. J. R. Byrne, one of the inspectors of the British and Foreign School Society, had given special attention to "the value of the kindergarten system as a means of education in infant schools." He had reported concerning it in terms of unqualified approval. "Notwithstanding its foreign name," he says in his report, "there is no 'fad' or gammon about it whatever. It is as English, common-sense, practical, as they could wish it to be who prize these qualities above everything else. I naturally, as an inspector, value highly whatever conduces most to making children 'pass' in the standards, and I find that this kind of thing makes them pass. Not only do they become brighter and happier under it, but their progress in ordinary school-work is all the more sure and rapid."

The work under Miss Heerwart's direction proved so prosperous that in 1876 permanent premises had to be provided, and additional kindergarten classes were established. In 1882 there were five such classes, two kindergartens proper, one "transition class," and two advanced "kindergarten school" classes. The society's report for this year says that "those who have visited either of the kindergartens and seen the life and happiness and progress of the children will not need to be assured that the experiment has been successful." The same report congratulates the society on the fact that the "education department, whose vice-president has more than once seen something of the work at Stockwell, has introduced into the code a clause requiring that infant schools must make provision for 'appropriate and varied occupations' in order to obtain the next grant."

At the same time the executive committee reported that "no better use could be made of the new college at Saffron Walden than for the training of infant schoolmistresses on kindergarten principles."

In 1883 Miss Heerwart retired from her work. The Stockwell kindergarten establishment was strong enough to be transferred to private hands, and the society was enabled to give its entire attention in this direction to the new Saffron Walden Training College. Up to July, 1883, 42 students had received practical training in a two years' course, besides 47 others who had received a partial course, and 92 mothers, nurses, and acting teachers who had attended the evening classes. (Seventy-ninth Report.)

The last distribution of certificates to students who had successfully finished their two years' course at the Stockwell college was made the occasion of most gratifying testimony to Miss Heerwart's efficiency. The certificates were presented by Mrs. Forster, Dr. Arnold's daughter, and Matthew Arnold gave words to her gratification. Mr. Alfred Bourne presented Miss Heerwart with a beautifully illuminated address of appreciation, a number of photographs, a gold watch and chain. The address bore the signatures of Forster, Mundella, Miss Shireff, and others. Mr. Fitch had sent in his tribute of respect in a letter in which he attributes to the diffusion of Froebel's principles by Stockwell and Miss Heerwart "the improved tone and spirit of our infant schools."

Nor did all these changes entail the abrogation of kindergarten work in the Stockwell schools. In the practicing schools of the institution it continued to flourish under excellent teachers, and subsequently one of these took up with a number of students a course of instruction "in the life and principles of Froebel and the different branches of kindergarten work."

The establishment of Saffron Walden Training College is due to the munificence of George Stacey Gibson, who gave the society for this purpose a site of 2 acres and £10,500. This sum was subsequently increased by gifts from other sources. The college was opened in the spring of 1884 with suitable ceremonies and dedicated to its purpose of training teachers for infant schools. It began its work with 30 students. In 1889 it counted 50 resident students. Of the 161 who had attended up to this date only 12 had left after less than two years of residence.

Among other factors that led to the establishment of higher standards in infant education the London Froebel Society occupies a prominent place. I regret exceedingly that I have failed to obtain sufficient data concerning its early history. It was formed in 1874 "for the purpose of promoting coöperation among those engaged in kindergarten work, of spreading the knowledge and practice of the system, and of maintaining a high standard of efficiency among kindergarten teachers."

These objects the society seeks to accomplish by lectures, discussions, public meetings, publications, the examination of students and the granting of certificates to the deserving, the inspection and registration of kindergartens, and other similar methods. Miss Shireff is president of the society. Among its vice-presidents are Mr. Fitch, Prof. Meiklejohn, Mme. Schwabe, Miss Heerwart. From its organization to 1890 it conferred certificates upon 219 kindergartens. In this work of examination of teachers it is joined by the Kindergarten Company, of Bedford, and with this constitutes the National Froebel Union.

Candidates for examination must first pass a preliminary examination in the analysis of easy sentences, in essay or letter writing, in English history, in geography, and arithmetic.

Candidates who have passed this preliminary examination and who are not under the age of 17 may acquire the elementary certificate on passing an examination in the biographies, principles, and methods of Froebel and Pestalozzi; in a general knowledge of plants, animals, the physical facts in nature, and the simple facts of health; in kindergarten gifts and occupations; in music and singing; in class teaching and drawing. A more extended examination in geometry, algebra, physiography, physics, chemistry of common life, botany, zoölogy, music, gifts and occupations, history of education and theory of education must be passed in order to obtain the higher certificate.

The value of this work of examination on the part of the Froebel Union seems to be quite generally conceded. In 1887, 73 candidates presented themselves for examination; this number in 1888 increased to 128, and in 1889 to 169 candidates. This increase becomes still more significant when it is remembered that each candidate pays an examination fee of one guinea for the elementary and higher certificates, or 10*s*. for the preliminary certificate.

Nor are these examinations confined to kindergartners, but are more and more sought by elementary teachers and their employers. Since 1888 the society has furnished the London school board "an examiner in the theory of kindergarten teaching."

The society does not control the preparation of candidates for the work of examination, yet it prefers that those who present themselves should have attended some properly constituted training college. Even with reference to the annual course of lectures held by the society, it is distinctly stated that "these lectures are intended to help students prepare for the elementary certificate examination, but do not dispense with the necessity of regular training and instruction in these subjects."

Fortunately, England is thoroughly alive to the necessity of providing infant schools for the children of the people. In 1874 the number of children under 6 years of age on the registers of the schools receiving grants from the education department was 617,910. In 1884 this number had risen to 841,128, an increase of 36 per cent in ten years. At the same rate of increase 1894 would yield a list of 1,143,924. Yet, inasmuch as England has just entered into the high tide of the popular education movement, this number will probably be very much larger.

Fortunately, too, the kindergarten movement has been in the hands of thoughtful and competent persons, who, while they know how to take into account popular demands and even prejudices, know also how to keep the work steadily in the direction of progress. Foremost among these is Rev. Alfred Bourne, the efficient secretary of the British and Foreign School Society; Miss Eleanor Heerwart, Miss Manning, Miss Snell, Madame Michaelis, Mr. A. H. Sonnenschein, Miss Shireff, Miss Bayley, and Miss Lord.

While, therefore, there is much schoolishness even in the good kindergartens, there is throughout the Kingdom—because of the efficiency of these kindergartens in preparing children for the work of the school—a growing demand not only for the adoption of kindergarten ways and means in the infant schools, but for the employment, in elementary schools, of teachers who are familiar with the theory of Froebel.

The extent and character of the schoolishness in the English infants' schools and kindergartens will be apparent from the time-tables published in the appendix. The time-tables will show the gradual inflow of the kindergarten spirit both in the infant schools and kindergartens, and clearly prophesy the coming victory of child nature over school or, rather, over the subject of instruction.

The same gratifying fact is apparent from a number of utterances by leading persons. Thus in the noteworthy conference on education during the international health exhibition at South Kensington, in 1884, Mr. Severn, an enthusiastic admirer of the kindergarten, spoke in glowing terms of a star play he had witnessed in a South Kensington school where his own children were taught. "The game in question was called 'Our Solar System.' A boy, big for his age, and with a radiant face, represented the sun. He held a high pole in his hand at the top of which silk ribbons were fixed, of different lengths, to represent the relative distances of the planets from the sun. In reply to the question as to which planet was the nearest, all responded at once 'Mercury,' and the happy throng of about 30 or 40 children arranged in a circle sang a verse descriptive of the planet. A little Mercury then stepped up to the pole and, taking the shortest ribbon, revolved around the radiant orb of day. Miss W. then asked which was the next planet, and they all answered 'Venus' without the slightest difficulty; his own pretty little girl revolved around the sun, with the next longest ribbon, in her proper orbit. Then came Earth and

Mars, the latter being represented by a most valiant little boy between three and four years of age who was evidently determined to be a Wolseley some day. All the other planets revolved in the same way, each verse sung being descriptive of the motions of the particular planet to which it related."

Mr. Sonnenschein very gracefully protested, in illustration of his statement that the principles of Froebel were not understood, that such plays "were not Froebel." He added that the English "were haunted by certain fatal prejudices." Thus "it was a superstition that the child must learn the three R's, and it was believed that no education could be given unless these three subjects were mastered."

Mr. Fitch, who presided at this meeting, observed that "Froebel's method was not a mechanical art which could be acquired by purchasing a shilling handbook descriptive of his methods, or by buying a box of models. It was a philosophy, a theory, a principle. It required to be learned by those who had thorough sympathy with childhood, and who had something of the spirit of Him who said, 'Take heed that ye despise not one of these little ones.'"

Rev. Alfred Bourne, the efficient secretary of the British and Foreign School Society, spoke as follows on the same occasion on the attitude of infant's schools to the code and more particularly to the first standard prescribed for children between 7 and 8 years of age: "Shall we," he asks "break up this standard work into a set of preliminary standards, and set the children to grind at the work for three or four years, 'taking time by the forelock' (as someone has said), and 'teaching them their prescribed tasks a little sooner, so that the tasks may become familiar by mere reiteration before the children are legally called upon to repeat them?' Or shall we postpone the standard work altogether till certain preparation has been accomplished and the power has been developed which will make the work easy. I am pleading for the latter course, for the kindergarten as a preparation for the school. Let us have for the little ones happy, homelike places with plenty of room, plenty of fresh air, plenty of light, varied forms of beauty, and nothing ugly or slovenly, or suggestive of grossness or selfishness, or misery, gardens in which the human plants will grow. Let us have a sufficiency of loving teachers touched with a feeling of childhood's weaknesses, with hearts 'at leisure from themselves to soothe and sympathize,' and glowing with delight at the budding of higher nature, with minds sufficiently enriched and active to excite and satisfy the curiosity of awakening intellect. Let us have organized and well directed play, so that every limb may have its exercise, and the various phenomena of nature and the occupations of the grown up people around may be associated with the pleasant activites of the restless and growing children. Let us have carefully graduated work for inquiring eyes, and listening ears, and busy fingers, work which shall at once awaken inquiry and satisfy the natural craving for results, while it teaches lessons of patience and perseverance, cultivates accuracy and dexterity, and rewards industry by creating new and higher ideals and opening new fields for exertion."

Even "the code" has felt the quickening influence of the kindergarten movement in England. It prescribes, indeed (code of 1884), "suitable instruction in the elementary subjects, simple lessons on objects and the phenomena of nature and common life," but it adds "appropriate and varied occupations," and modifies in its revised instructions to inspectors the requirement as to instruction in elementary subjects, *i. e.*, reading, writing, and arithmetic.

On the whole, indeed, it appears that England is on the high-road to unusual success in this work. With a lofty reverence for the spiritual essence of life and for the claims of simple humanity, she combines a deep love of childhood and a peculiarly clear insight into the practical needs of external life. This spirit coupled with her newly awakened interest in popular education, assures for her a success in infant school teaching that will arouse the admiration and gratitude of the world.

Froebel's principles, educational practice, physiology and hygiene, class-teaching, and drawing entitle the successful candidate to a "higher certificate." The character of these examinations may be inferred from the following sets of questions selected from the papers presented in 1889:

ELEMENTARY CERTIFICATE, MIDSUMMER, 1889.

FROEBEL—HIS LIFE, AND HIS PRINCIPLES AND METHODS.

[Examiner—H. Courthope Bowen, M. A. Time, two hours. Only two questions are to be answered in A; and only four in B; any questions may be chosen.]

A.

1. What does Froebel tell us of his own life down to the death of his father? What does he think were the chief good and the chief bad influences which affected him during this period?

2. Describe briefly the life and doings of Froebel from his arrival at Frankfort in 1805 to the year 1837.

3. What do you know of Froebel's work in or near Liebenstein and in Dresden? In what ways did Middendorff and the Baroness von Marenholtz-Bülow help Froebel and his work?

B.

1. What are the main principles on which Froebel bases his system of education?
2. What are the chief relations to the child of (*a*) Nature, (*b*) Mankind, and (*c*) God? And what lessons may we draw from these as to the child's early moral training?
3. What did Froebel mean by "creativeness"? And how far does his system of drawing tend to exercise this? What gifts seem to you of especial value in this connection, and why?
4. What benefits did Froebel consider would be derived from his plan of occupying children with gardening and the keeping of pet animals? How far can these be realised in kindergartens in large towns?
5. Explain, with an example, the nature of the education to be derived from songs and games?
6. Distinguish between "gifts" and "occupations." Mention any three of each; and state briefly the educational results which may be derived from the right use of each one of them.
7. What does Froebel mean by "connectedness" in education? In what way does he seek to maintain this in the kindergarten? What bearing has this view on the constitution of "transition classes?"

ELEMENTARY CERTIFICATE, MIDSUMMER, 1889.

PESTALOZZI—HIS LIFE, AND HIS PRINCIPLES AND METHODS.

[Examiner—H. Courthope Bowen, M. A. Time, two hours. Only two questions to be answered in A, and only four in B; any questions may be chosen.]

A.

1. Write a short account of Pestalozzi's life down to the date of his marriage.
2. Sketch the doings of Pestalozzi from the time when he established his refuge for beggar children in 1774 down to the time of his going to Berthoud (Burgdorf).
3. Describe the general nature of Pestalozzi's work at Berthoud and Yverdon, and give a short account of his life after the closing of the institution at the latter place.

B.

1. On what general and fundamental principles did Pestalozzi base his system of education?
2. With what subjects did Pestalozzi begin his school course, and on what general lines did he treat them? And in what respects did these require improvement?
3. Describe carefully how Pestalozzi taught (*a*) drawing and (*b*) the mother-tongue.
4. What are the first stages adopted by Pestalozzi in the teaching of arithmetic, and how do these differ from the kindergarten plan? How did Pestalozzi teach vulgar fractions?
5. How did Pestalozzi seek to effect a moral training for the young? What part were mothers to play in this training, and how was "The Book for Mothers" to help them?
6. How was geography taught at Yverdon? With what other subjects was it connected, and how?
7. What part did industrial training play in Pestalozzi's system, and how was it connected with the other sections of elementary or primary education? What were his chief objects in introducing it

HIGHER CERTIFICATE, PART I., MIDSUMMER, 1889.

GEOMETRY.

[Examiner—Percy J. Harding, M. A. Time, two and a half hours. All questions to be answered.]

1. Explain the meaning of *perpendicular*. Show how to let fall a perpendicular on to a given straight line X Y from a given point A without the line. Give the complete practical construction with ruler and compasses.
2. Show how to draw from the point A to the line X Y a straight line whose length shall be double that of the perpendicular of the preceding question. How many such lines can be drawn, and what angle will each make with the perpendicular?
3. Define the terms *rectangle*, *parallelogram*, *quadrilateral*, and *diagonal*. Assuming that two sides of a triangle are together greater than the third side, prove that the diagonals of any quadrilateral are together greater than either pair of opposite sides.
4. Prove that parallelograms on the same base and between the same parallels are equal in area.
5. Construct (1) a rectangle and (2) a rhombus each equal to a given parallelogram.
6. Prove that the square on the hypotenuse of any right angled triangle is equal to the sum of the squares on the sides containing the right angle.
7. Define *a cone*, *a cylinder*, and *a sphere*. If a solid cylinder be cut into quarters by two planes passing through the axis and at right angles to one another, describe the different portions of the surface of one of the quarters.
8. What is meant by a cubic inch? How many cubic inches are there in a cube each of whose edges is 2 inches long? What is the length of a diagonal of one face of such a cube? Also of a diagonal within the cube joining two opposite corners?

HIGHER CERTIFICATE, MIDSUMMER, 1889.

PHYSIOGRAPHY.

[Examiner—A. F. Smith, B. A., F. R. A. S. Time, three hours. Only six questions are to be answered; any six may be chosen.]

1. What is the natural unit of time? Distinguish between a *sidereal day* and a *solar day*? Why do they differ in length, and which is the longer? Why does the *solar day* vary in length, and what is meant by a *mean solar day* or *civil day*?

In what way does the variation between the *sidereal* day and the *solar* day afford a proof of the earth's revolution round the sun?

2. What is meant by the inclination of the earth's axis? Show how the phenomena of the seasons may be explained by the movements of the earth and the inclination of its axis. Why have we in summer long days and in winter long nights?

3. Give a general explanation of the phenomena and causes of the *tides*.

Why has the moon more influence than the sun in producing the tides? In the open ocean what is the relative height of the *solar* and *lunar* tide waves? What are *spring* and what are *neap* tides, and to what causes are they due?

4. What kind of motion is the tidal in the open ocean? How is this motion modified in narrow channels and estuaries? Explain the effect of its action in estuaries, giving an example.

Give examples of places where there are very high tides, and, also, seas which are almost tideless. Explain the causes.

5. What are the two chief causes which regulate the distribution of rain? Give examples showing how these causes affect the rainfall in various districts.

State the distribution of the rainless districts of the world, and account for their condition.

6. Describe the origin, course, and effects of the Gulf Stream.

7. Explain the formation of *dew*? Why is it most copious on a cloudless night? What is *hoarfrost*? How is hail supposed to be formed?

8. Describe the origin of a glacier? How can it be easily determined that a glacier moves? Compare its motion with that of a river.

Enumerate signs by which the past existence of glaciers may be discovered in districts from which they have since disappeared.

9. "In Eurasia the highest land in the world is to be found, and also the deepest depressions." Explain and illustrate this, How are the deepest depressions occupied? What are *continental rivers?* Give examples. What must become of the water and soluble matters brought down by such rivers?

10. Give some account of the geology of the Thames basin. What evidence is there that the district has experienced great changes of climate at different periods of its history.

HIGHER CERTIFICATE, MIDSUMMER, 1889.

PHYSICS.

[Examiner—A. F. Smith, B. A., F. R. A. S. Time, two hours. Only eight questions are to be answered; any eight may be chosen.]

1. Explain simply—
   (*a*) How we know that steam is invisible.
   (*b*) Why it is dangerous to jump from a train in motion.
   (*c*) Why it is dangerous to rise suddenly in a boat.
2. Explain—
   (*a*) What kind of lever is an oar of a boat.
   (*b*) The action of a rudder in steering a bark.

3. Explain why the insertion of a vent peg stops the liquid from flowing out of a cask. Would it have this effect if the cask were in a vacuum?

4. When is a body said to move with a *uniform*, when with a *variable* velocity? If a railway train pass a telegraph post at the rate of 40 miles an hour, what is the measure of its velocity at that instant using yards and minutes as units of length and time?

5. If a body has in itself no natural tendency to change its state of rest or uniform motion in a straight line, how is it that if we set a body in motion it sooner or later comes to rest?

If a grindstone in rapid rotation should suddenly split, in what direction would the fragments be projected? What law of motion does this illustrate?

6. What is the law of motion relating to composition of velocities? Show how this law applies in the steering of a boat which has to cross a rapid river to a point in the other bank exactly opposite its starting point.

7. What is meant by *stable*, *unstable*, *neutral* equilibrium? In which kind of equilibrium is each of the following when resting upon a horizontal table—
   (*a*) A sphere.
   (*b*) A cylinder placed vertically on end.
   (*c*) A book placed on its side.

8. When a man carries a heavy bundle on a stick resting on his shoulder, show how to find the pressure on his shoulder, the weight of the bundle and all the distances being given. Show that the pressure on his shoulder varies as the distances are changed. Does this alter the total pressure of his feet against the ground?

9. What is meant by the *reflection* and *refraction* of light? What are the laws of refraction and reflection of light, and where else do these laws hold?

Explain with the aid of a diagram why water when we look directly down into it appears only about three-fourths of its real depth.

10. Given a convex lens of long focus and another of short focus, explain how a simple telescope can be constructed with them, and make a diagram showing how it would be used to project an image of the sun in a dark room.

11. Distinguish between *conduction*, *convection*, and *radiation* of heat.

Explain why the temperature on a sunny day is higher inside a greenhouse than outside, and explain the difference between the actions of a close stove and an open grate on the air of a room.

12. What is the distinction between *noise* and *musical sounds*. How are musical notes produced? Describe experiments or phenomena which show; (*a*) that sound can do work; (*b*) that it can not be produced in vacuo; (*c*) that it travels faster through water than through air, and faster through wood than through water.

Explain the phenomenon of an echo.

HIGHER CERTIFICATE, PART I, MIDSUMMER, 1889.

BOTANY.

[Examiner—A. E. Hawkins, esq., B. SC. Time, three hours. Only six to be attempted, including No. 1.]

1. Write full notes of a half-hour's lesson to girls of about 12 years of age upon either of the following subjects:—
   (a) Flowers and their unbidden guests.
   (b) Leaves.
2. Write botanical description of the specimens provided.
3. Compare the fruits of the strawberry and raspberry.
4. Describe the flowers of the pine or other gymnosperm. How do gymnosperms differ from angiosperms?
5. Describe some of the devices met with in plants to secure cross-fertilization.
6. What are the structural and functional differences between a root and a stem?
7. From what plants and from what parts of them do we obtain cotton, linen, indigo, cork, and linseed oil?
8. Explain the following terms:
   Fruit, seed, respiration, exalbuminous seed, cleistogamous flower, anemophilous flower, heliotropism.

HIGHER CERTIFICATE, PART I, MIDSUMMER, 1889.

ZOÖLOGY.

[Examiner, A. E. Hawkins, esq., B. SC. Time, three hours. Only six to be attempted, including No. 1.]

1. Write full notes of a half-hour's lesson to girls of about 12 years of age upon one of the following subjects:
   (a) A Butterfly.
   (b) The Coral Polyp.
2. In what respects is an animal distinguished from one of the higher plants?
3. How is respiration effected in a mussel, and in an insect?
4. What are the special points in the structure of a bird which distinguish it from other air-breathing vertebrates?
5. Describe the characteristics of the chief divisions of the animal kingdom.
6. Describe the structure of a Crustacean, naming the one you have chosen as typical.
7. Write an account of the hedgehog and its habits. What animals are closely related to it?
8. Where are the following animals chiefly found, and what most nearly correspond to them in England?—Salamander, opossum, bison, prairie, dog, locust, zebra.

HIGHER CERTIFICATE, PART I, MIDSUMMER, 1889.

HISTORY OF EDUCATION.

[Examiner, H. Courthope Bowen, M. A. Time, three hours. Only four questions are to be answered in A; and only three in B; any questions may be chosen.]

A.

1. From what conception of man and nature does Froebel draw his fundamental principles of education? What are these fundamental principles?
2. State briefly what Froebel tells us about the value of productive work and creativeness in education. What are the means he would have us employ?
3. What does Froebel say about the importance of speaking and playing in earliest childhood? What methods does he advise us to use in connection with these?
4. Give a short account of what Froebel tells us about the ways in which the various activities of boyhood manifest themselves. What lessons does he draw from this? How does he think boys are sometimes *made* bad?
5. Summarize briefly Froebel's views on moral training and religion in the period of childhood.
6. Describe the importance of nature study in boyhood. How is nature to be studied? And how should language exercises be connected with this?
7. What has Froebel to tell us about the method of using color study as a part of school work? What does he consider the chief uses of telling stories to the young?

B.

1. Describe Rosmini's standpoint, and his general method of treating the problem of education. How do these differ from Froebel's? How does Rosmini define instruction?
2. What are "orders of cognition"? How does Rosmini establish them? What are the cognitions of the first and of the second order? And what are the signs that a child is passing into the third order?
3. What does Rosmini tell us about the natural order in which objects present themselves to the human mind, and the method of teaching children the classification of things?
4. What does Rosmini think should be the nature of the instruction and the attitude of the teacher during the second period of life (*i. e.*, the period during which cognitions of the first order begin to come into existence)? What does he say about children's play?
5. What are the four chief errors to be avoided by teachers? How may we make use of the child's faculty of *belief* to incline him to moral goodness? What other means may we employ towards the same end?

HIGHER CERTIFICATE, PART II, MIDSUMMER, 1889.

THEORY OF EDUCATION.

[Examiner, H. Courthope Bowen, M. A. Time, three hours. Only seven questions are to be answered; any seven may be chosen.]

1. Describe clearly what is meant by the statement that knowledge begins in sensation. Illustrate its truth. What is the nature of the first knowledge so gained, and how is it perfected?
2. Define "attention." How does voluntary attention grow? What are the chief things we should provide for in training attention?
3. What are the points which must always be attended to in an object lesson in observation? Give an example; and state what changes you would make in order to convert your lesson into one in generalization.
4. On what conditions does reproductive memory depend? What are the laws of association, and how do they help or obstruct memory?
5. Show that discrimination and assimilation together form the groundwork of all knowledge. What is a "concept," and how is it formed?
6. What is the mental process involved in "Constructive Imagination"? How would you proceed in order to make a literature lesson a training in constructive imagination?
7. What do you understand by the terms "judgment" and "reasoning"? Distinguish between deductive and inductive reasoning, and give examples. What are the most marked characteristics of a child's reasoning, and how would you deal with them?
8. What feelings are most markedly manifested in childhood? How would you deal with them? Describe the nature, conditions, and educational uses of sympathy.
9. On what do the intellectual and æsthetic sentiments depend? How would you train the latter in the case of children under 12 years of age? Define "taste."
10. What constitutes "character"? What parts do rewards and punishments, discipline, and authority play in its formation? Distinguish between character and conduct.

HIGHER CERTIFICATE, MIDSUMMER, 1889.

PRACTICE OF EDUCATION.

[Time allowed, three hours. Only eight questions to be answered, viz: Nos. 1 and 2 and any six others.]

1. In opening a kindergarten for 20 children, varying in age from 3 to 8 years, state briefly—(*a*) the accommodation required; (*b*) the teaching staff; (*c*) the furniture, books, and kindergarten material needed; (*d*) the best means of obtaining what is required, and the approximate cost.
2. Draw up a time-table for the above kindergarten, classify the children in two divisions, and let the number of school hours be 25 in the week.
3. Write a sketch lesson on one of the following subjects: (*a*) An animal, (*b*) a flower, (*c*) an article of food or clothing, and adapt it to three different ages of children.
4. Contrast Pestalozzi's, Froebel's, and Mr. Sonnenschein's systems of teaching arithmetic; say which you consider the best, and your reasons for your preference.
5. Classify the kindergarten gifts and occupations; say which you consider educationally the most important, and the ages of children for which they are best suited.
6. At 7 years of age, what do you think a child of average ability ought to know, supposing it to have attended a kindergarten pretty regularly for the last 3½ years?
7. Enumerate the different systems of teaching reading in most general use; say which you prefer, and the way you would commence reading with your children.
8. Give a list of 12 kindergarten games suitable for children under 6 years of age, and also 12 for older children; take a specimen game from each list, and say how it should be introduced, taught, and played with the children.
9. Take any two of the following occupations or gifts, and say how you would arrange a course of lessons for children under 7 years of age: (*a*) Gifts III to VI, (*b*) paper folding, (*c*) mat plaiting, (*d*) stick laying, (*e*) tablets, or laths.
10. Give a brief sketch of a term's lessons to children from 6 to 8 years of age on one of the following subjects: (*a*) Elementary geometry, (*b*) physical geography, (*c*) arithmetic, (*d*) writing.

HIGHER CERTIFICATE, MIDSUMMER, 1889.

PHYSIOLOGY AND HYGIENE.

[Time, two hours. Do not attempt more than six questions.]

1. Describe in detail what happens to the blood between two successive times of its entering the aorta.
2. What is the composition of atmospheric air? What are the changes effected in it by respiration? Give the average amount of oxygen absorbed by a healthy adult in twenty-four hours.
3. Describe the structure of the duodenum, and the changes the food undergoes in that part of the intestine.
4. What is the normal temperature of the human body? Within what limits does it vary? How is it kept within these limits?
4. In what manner are bread, meat, butter, and potatoes digested?
5. Compare the effects of active and prolonged exercise with the ordinary changes which take place in the body during rest.
7. What happens in the disease called "rickets?" Who is to blame for it? How might the disease be avoided?
8. Why have little children less power of resisting cold than adults?
9. Which postures ought to be avoided by growing children as adverse to harmonious physical development?
10. Describe the best structure and correct measurements of a school desk.

HIGHER CERTIFICATE, MIDSUMMER, 1889.

NATURAL SCIENCE.

[Time, two hours. Only two to be attempted in each of the four sections.]

A.

1. What is a stamen? What is its use? What experiments would you make to prove your assertion?
2. Draw a strawberry and name the various parts. What changes has the original flower undergone?
3. Describe the effects of (1) green plants, (2) fungi, upon the air around them.

B.

4. Describe the life history of a silkworm.
5. Give some account of the mole and its habits.
6. How do fish breathe? Why do they soon die when taken out of the water?

C.

7. What are lungs? What takes place in them? Why should children be taught to breathe through the nose and not through the mouth?
8. Explain your objection to the following proceedings:
   (1) Drinking much at meals.
   (2) Reading by insufficient light.
   (3) Taking a cold bath when you are in a perspiration.

D.

9. Why should a tea pot have a hole in the lid, if the latter be close fitting?
10. How would you rapidly separate (1) sand from sugar, (2) brass pins from needles, (3) grains of gold from earth?
11. Sprinkling water about a room lowers the temperature very considerably. How is this?

HIGHER AND ELEMENTARY CERTIFICATE, MIDSUMMER, 1889.

BLACKBOARD DRAWING.

[Time allowed, one hour. The drawings to be made on brown paper with white chalk. The paper to be pinned firmly on the blackboard, and the drawings made as in class.]

1. Draw (*a*) an animal, (*b*) plant, and (*c*) object. One only of each as they are arranged below. Lowest number begins. Repeat if there are more students.

	1	2	3	4	5
a	Horse.	Pigeon.	Butterfly.	Duck.	Hen.
b	Buttercup flower and leaf.	Apple and blossom.	Bluebell flower and leaf.	Pea flower fruit and leaf.	Wheat and plant.
c	Teapot.	Wheel.	Cup and saucer.	Gate.	Stool.

	6	7	8	9	10
a	Fish.	Ant.	Cat.	Woman.	Spider.
b	Wild rose leaf and fruit.	Cherry flower and leaf.	Wallflower and leaf.	Lily and bulb.	Acorn and oak leaf.
c	Barn.	Bird's nest.	Bridge.	Beehive.	Window.

2. Draw a human figure, animal, or bird familiar to children.
   (*a*) For sticklaying and for simple copy for little children.
   (*b*) For older children.
   (*c*) Teachers' drawing.

3 D.

3. Draw from the objects direct on the blackboard:

(a) A chair, on it a large basin or flower-pot.

(b) Any single flower, enlarged for class.

4. Illustrate:

(a) "All about this little house
Runs and nibbles this little mouse.
Up these little steps we go,
And peep out of the window too.
Within the room a table high,
On it this great fish doth lie.
Here the showy rooster crows,
Here the little rabbit goes."

(b) "Hasten to the meadows, Peter!
Mow the grass, what can be sweeter?
Bring us home the fragrant fodder
For the cow, for milk and butter."

APPENDIX A.

Development of the work of the British and Foreign School Society.

Time-table Stockwell Training College, 1873.

STOCKWELL INFANT PRACTICING SCHOOL.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
Morning: 9 to 9.10....	Repeating words of school songs.	Repeating words of school songs.	Repeating words of school songs.	Repeating words of school songs.	Repeating words of school songs.
9.10 to 9.30.	(1) School opened with singing and prayer. (2) Registers marked.	(1) School opened with singing and prayer. (2) Registers marked.	(1) School opened with singing and prayer. (2) Registers marked.	(1) School opened with singing and prayer. (2) Registers marked.	(1) School opened with singing and prayer. (2) Registers marked.
9.30 to 10...	Scripture: Divisions I, II, III, and IV, Old Testament (pupil-teacher).	Scripture: Divisions I and II, New Testament (mistress); III and IV, New Testament (pupil-teacher).	Scripture: Divisions I and II, Old Testament (mistress; III and IV, Old Testament pupil-teacher).	Scripture: Divisions I and II,*Commandments or Lord's Prayer (pupil-teacher); III, Scripture print (mistress or pupil-teacher); IV, moral print (pupil-teacher).	Scripture, Miscellaneous: I and II, senior student or pupil-teacher; III, mistress; IV, pupil-teacher.
10 to 10.15..	Change and physical exercise.	Change and physical exercise.	Change and physical exercise.	Change and physical exercise.	Change and physical exercise.
10.15 to 11..	Number: Division I, Stand. I, arithmetic; II and III, addition and subtraction up to 20 (students and pupil-teacher).	Number: Division I, Stand. I, arithmetic; II and III, addition and subtraction up to 20 (students and pupil-teacher).	Number: Division I, Stand. I, arithmetic; II and III, addition and subtraction up to 20 (pupil-teacher).	Number: Division I, Stand. I, arithmetic; II and III, addition and subtraction up to 20 (students and pupil-teacher).	Number: Division I, Stand. I, arithmetic; II and III, addition and subtraction up to 20 (students and pupil-teacher).
11 to 11.10..	Spelling: Common household words (students and pupil-teacher).	Spelling: Common household words (students and pupil-teacher).	Spelling: Common household words (students and pupil-teacher).	Spelling: Common household words (students and pupil-teacher).	Spelling: Common household words (students and pupil-teacher).

* Moral lessons sometimes substituted for Division I.

APPENDIX A—Continued.

Time-table Stockwell Training College, 1873—Continued.

STOCKWELL INFANT PRACTICING SCHOOL—Continued.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
11.10 to 11.25	Recreation and drill in playground.	Recreation and drill in playground.	Recreation and drill in playground.	Recreation and drill in playground.	Recreation and drill in playground.
11.25 to 12..	Singing: Divisions I and II (mistress), III and IV (pupil-teacher).	Gallery lessons: Division I, natural history; II, object; III, form or color (alternating); IV, pupil-teacher.	Gallery lessons: Division I, object; II, natural history; III, object; IV, natural history (pupil-teacher).	Gallery lessons: Division I, natural history or object; II, the same; III, form or color; IV, the same.	Reading classes (students and pupil-teacher).
Afternoon:					
2 to 2.10....	Marking and closing registers.	Marking and closing registers.	Marking and closing registers.	Marking and closing registers.	Marking and closing registers.
2.10 to 3.10.	Kindergarten occupations (students and pupil-teacher).	Reading for Divisions I, II, and III; learning letters for division IV (students and pupil-teacher).	Reading for Divisions I, II, and III; learning letters for division IV (pupil-teacher).	Reading for Divisions I, II and III; learning letters for division IV (students and pupil-teacher).	Reading for Divisions I, II, and III; learning letters for division IV (students and pupil-teacher).
3.10 to 3.20.	Change and physical exercise.	Change and physical exercise.	Change and physical exercise.	Change and physical exercise.	Change and physical exercise.
3.20 to 4....	Writing: Lesson on blackboard, capital and small letters (students and pupil-teachers).	Dictation for Divisions I and II; forming letters for Divisions III and IV (students and pupil-teacher).	Writing on slates (pupil-teacher).	Transcribing, Divisions I and II (students and pupil-teacher); forming letters, Divisions III and IV (students and pupil-teacher).	Writing on slates (students and pupil-teacher).
4 to 4.10....	Dressing to go home.	Dressing to go home.	Dressing to go home.	Dressing to go home.	Dressing to go home.
4.10 to 4.15.	Closing school with singing and prayer.	Closing school with singing and prayer.	Closing school with singing and prayer.	Closing school with singing and prayer.	Closing school with singing and prayer.

NOTE.—A second-year student acts as the mistress of the school on Wednesdays.

APPENDIX A—Continued.

Stockwell Training College, 1877.

TIME TABLE, INFANT PRACTICING SCHOOL.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9 to 9.19	Repeating words of school songs.	Repeating words of school songs.	Repeating words of school songs.	Repeating words of school songs.	Repeating words of school songs.
9.10 to 9.30	School opened with singing and prayer. (2) Registers marked.	School opened with singing and prayer. (2) Registers marked.	School opened with singing and prayer. (2) Registers marked.	School opened with singing and prayer. (2) Registers marked.	School opened with singing and prayer. (2) Registers marked.
9.30 to 10	Repeating Scripture (pupil-teachers). (2) Registers closed.	Scripture lessons, Old Testament (mistress and pupil-teacher).	Scripture lessons, New Testament (mistress and pupil-teacher).	Scripture lessons (pupil-teachers).	Scripture lessons (mistress and pupil-teacher).
10 to 10.15	Change and physical exercise.	Change and physical exercise.	Change and physical exercise.	Change and physical exercise.	Change and physical exercise.
10.15 to 11	Writing on slates (pupil-teachers).	Number: (1) Mental; (2) on blackboard.	Reading	Number	Number.
11 to 11.10	Spelling on blackboard.	Spelling on blackboard.	Spelling on blackboard.	Spelling on blackboard.	Spelling on blackboard.
11.10 to 11.25	Recreation in playground.	Kindergarten games.	Recreation in playground.	Kindergarten games.	Recreation in playground.
11.25 to 12	Number: (1) Mental; (2) on blackboard and slates.	Reading	Gallery lessons (pupil-teachers).	Gallery lessons (students).	Gallery lessons (students).
2 to 2.15	Registers marked and closed.	Registers marked and closed.	Registers marked and closed.	Registers marked and closed.	Registers marked and closed.
2.15 to 3.15	Kindergarten occupations (students and pupil-teachers).	Dictation (boys), needlework (girls).	Writing (boys), needlework (girls).	Dictation (boys), needlework (girls).	Reading.
3.15 to 3.30	Change and physical exercise.	Change and physical exercise.	Change and physical exercise.	Change and physical exercise.	Change and physical exercise.
3.30 to 4	Spelling (students).	Reading (students).	Singing	Reading	Marching and kindergarten games.
4 to 4.15	School closed with singing and prayer. (2) Dressing.	School closed with singing and prayer. (2) Dressing.	School closed with singing and prayer. (2) Dressing.	School closed with singing and prayer. (2) Dressing.	School closed with singing and prayer. (2) Dressing.

TIME TABLE, KINDERGARTEN, 1877.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9.15	Hymn and poetry.	Scripture stories, hymn.	Hymn and poetry.	Scripture stories; hymn.	Hymn and poetry.
9.45	Marking of registers.	Marking of registers.	Marking of registers.	Marking of registers.	Marking of registers.
10	Building	Pricking, stick-laying.	Pea work, planes of wood.	Building	Drawing, stick-laying.
10.40	Gymnastic games.	Gymnastic games.	Gymnastic games.	Gymnastic games.	Gymnastic games.
11.20 to 12	Drawing, sewing.	Modeling in clay, drawing, threading of straws and paper.	Drawing, thread-laying, ring-laying.	Modeling in clay, drawing, threading of straws and paper.	Drawing, sewing.
2.10	Marking of registers.	Marking of registers.	Marking of registers.	Marking of registers.	Marking of registers.
2.10	Paper-folding	Paper-cutting, mat plaiting.	Mat-plaiting, pricking.	Paper-cutting, mat-plaiting.	Paper-folding.

APPENDIX A—Continued.

Stockwell Training College, 1877—Continued.

GIFT I.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
3	Gymnastic games.	Gymnastic games.	Gymnastic games.	Gymnastic games.	Gymnastic games.
3.35	Ball games	Natural history.	Stories	Natural history.	Ball games.
4	Closing hymn	Closing hymn	Closing hymn	Closing hymn.	Closing hymn.

Stockwell Training College, 1882.

KINDERGARTEN, CLASSES I AND II.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9.30 to 10	Hymn	Hymn and story.	Hymn and poetry	Hymn	Hymn and story.
10 to 10.40	Occupations	Occupations	Occupations	Occupations	Occupations.
10.40 to 11.20	Games	Games	Games	Games	Games.
11.20 to 12	Occupations	Occupations	Occupations	Occupations	Occupations.
12 to 12.10	Closing hymn	Closing hymn.	Closing hymn	Closing hymn.	Closing hymn.

KINDERGARTEN, TRANSITION CLASS.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9 to 9.15	Hymn	Hymn	Hymn	Hymn	Hymn.
9.15 to 10	Reading and writing.	Reading and writing.	Reading and writing.	Reading and writing.	Reading and writing.
10 to 10.40	Arithmetic	Natural history.	Poetry	Arithmetic	Arithmetic.
10.40 to 11.15	Games	Games	Occupations	Games	Games.
11.15 to 12	Occupations	Occupations	Games	Occupations	Occupations.
12 to 12.10	Closing hymn	Closing hymn.	Closing hymn	Closing hymn.	Closing hymn.

KINDERGARTEN SCHOOL, CLASSES IV AND V.

Time.	Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9 to 9.15	IV V	Hymn	Hymn	Hymn	Hymn	Hymn.
9.15 to 10	IV V	Reading	Arithmetic Sums	Poetry	Reading	Arithmetic. Sums.
10 to 10.40	IV V	Scripture	Natural history.	Poetry Arithmetic	Scripture	Natural history.
10.40 to 11.15	IV V	Drawing	Writing Reading	Gymnastics	Writing Drawing	Reading.
11.15 to 12	IV V	Singing Grammar	Home geography. Geography	Occupations Gymnastics	Singing Grammar	Home geography. Geography.
2.30 to 3.15	IV V	Writing	Natural history.	Occupations Gymnastics	Writing	Natural history.
3.15 to 4	IV V	Mental arithmetic.	Reading Arithmetic	Occupations Gymnastics	Singing	Reading. Arithmetic.

APPENDIX A—Continued.

Stockwell Training College, 1888.

TIME-TABLE.—INFANT PRACTICING SCHOOL.

Time.	Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
Morning:						
9 to 9:05	1 2 3 4	Marking of registers.	Marking of registers.	Marking of registers.	Marking of registers.	Marking of registers.
9:05 to 9:10	1 2 3 4	Opening prayer.	Opening prayer.	Opening prayer.	Opening prayer.	Opening prayer.
9:10 to 9:40	1	Learning Scripture verses or hymns.	Scripture lesson.	Scripture lesson.	Singing	Singing, or object lesson (9:30 to 10).
	2			do	do	
	3			Singing	Scripture story or verses.	
	4			do		
9:40 to 9:50	1 2 3 4	Tables or spelling and closing of registers.	Tables or spelling and closing of registers.	Tables or spelling and closing of registers.	Tables or spelling and closing of registers.	Tables or spelling and closing of registers.
9:50 to 10:20	1	Reading	Reading	Recitation	Reading	Reading.
	2	Writing	Number	do	Writing (books).	Writing.
	3	Reading	Reading	Reading	Reading	Reading.
	4	Writing	Number	Writing	Writing	Writing.
10:20 to 11	1	Number	Object lesson.	Number	do	Number.
	2	Reading		do	Reading	Reading.
	3	Writing		Writing	Writing	Writing.
	4	Reading		Reading (books).	Reading	Reading.
11 to 11:20	1 2 3 4	Exercises, singing, or play.	Exercises, singing, or play.	Exercises, singing, or play.	Exercises, singing, or play.	Exercises, singing, or play.
11:20 to 12	1	Writing	Number	Geography	Number	Writing.
	2	Number	Reading	do	do	Number.
	3	do	Number	Recitation	do	Do.
	4	do	Reading	do	do	Do.
Afternoon:						
2 to 2:05	1 2 3 4	Marking of registers.	Marking of registers.	Marking of registers.	Marking of registers.	Marking of registers.
2:15 to 2:20	1 2 3 4	Closing of registers.	Closing of registers.	Closing of registers.	Closing of registers.	Closing of registers.
2 to 2:50	1	Boys, drawing.	Boys, drawing.	Boys, drawing.	Boys, drawing.	Sewing, to illustrate object lessons.
	2	do	do	do	do	
	3	Girls, knitting.	Girls, knitting.	Girls, sewing.	Girls, sewing.	Writing.
	4	do	do	do	do	Do.
2:50 to 3	1 2 3 4	Change or play.	Change or play.	Change or play.	Change or play.	Change or play.
3 to 3:30	1	Reading	Reading	Boys, spelling.	Reading	Reading.
	2	do	do	do	do	Do.
	3	Spelling	Writing	Girls, drawing.	do	Do.
	4	do	do	do	do	Making balls.
3:30 to 4	1	Modeling in clay.	Writing	Reading	Geography	Physical exercises.
	2		do	do	do	
	3	Sewing, to illustrate object lessons.	Reading	do	Sewing, to illustrate object lessons.	Marching and games.
	4		Making balls.	Threading beads.		
		Dismissal	Dismissal	Dismissal.	Dismissal	Dismissal.

APPENDIX A—Continued.

Stockwell Training College, 1888—Continued.

TIME-TABLE—KINDERGARTEN.

Time.	Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
Morning:						
9 to 9:05	I II III	Marking of registers.	Marking of registers.	Marking of registers.	Marking of registers.	Marking of registers.
9:05 to 9:30	I	Hymns and texts.	Singing	Scripture	Scripture	Singing.
	II		do	Hymns	do	Do.
	III		do	do	do	Scripture.
9:30 to 9:40	I II III	Closing of registers.	Closing of registers.	Closing of registers.	Closing of registers.	Closing of registers.
9:40 to 10:15	I	Reading	Arithmetic	Reading	Arithmetic	Arithmetic.
	II	do	Reading	do	Reading	Reading.
	III	Number (sticks).	Number (tablets).	Number (beads).	Number (bricks).	Number (sticks).
10:15 to 10:45	I II III	Games and physical exercises.	Games and physical exercises.	Games and physical exercises.	Games and physical exercises.	Games and physical exercises.
10:45 to 11:15	I	Writing	Writing	Arithmetic	Writing	Writing.
	II	Drawing	Drawing	Drawing	Drawing	Drawing.
	III	Form (tablets).	Form (bricks).	Form (sticks)	do	Do.
11:15 to 11:55	I	Arithmetic	Reading (11:15 to 11:30). Object lesson (11:30 to 12).	Modeling	Reading (11:15 to 11:30). Object lesson (11:30 to 12).	Reading.
	II	Number (sticks).	Number (bricks).	Number (tablets).	Number (11:15 to 11:30). Object lesson (11:30 to 12).	Number (tablets).
	III	Drawing	Drawing	Drawing	Form (11:15 to 11:30). Object lesson (11:30 to 12).	Form (tablets).
11:55 to 12	I II III	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal.
Afternoon:						
2 to 2:05	I II III	Marking of registers.	Marking of registers.	Marking of registers.	Marking of registers.	Marking of registers.
2:05 to 2:25	I	Boys, pricking. Girls, needlework.	Boys, tables Girls, knitting.	Writing	Boys, writing. Girls, needlework.	Boys, pea work. Girls, knitting.
	II	Sewing	Drawing	Sewing	Drawing	Sewing.
	III	do	do	do	do	Do.
2:25 to 2:30	I II III	Closing of registers.	Closing of registers.	Closing of registers.	Closing of registers.	Closing of registers.
2:30 to 3	I	Pricking. Needlework.	Writing Knitting	Arithmetic	Reading Knitting	Pea work. Needlework.
	II	Paper-folding.	Mat-plaiting.	Paper-folding.	Paper-folding.	Mat-plaiting.
	III	do	do	do	do	Do.
3 to 3:10	I II III	Singing and exercise.	Singing and exercise.	Singing and exercise.	Reading (3 to 3:30). Sewing (3 to 3:30). do	Drawing (3 to 3:30). Modeling (3 to 3:30). Sewing (3 to 3:30).
3:10 to 3:50	I	Paper-cutting.	Reading	Reading	Drill (3:30 to 4).	Singing (3:30 to 4).
	II	Modeling	Sewing	Building	do	Do.
	III	Sewing	Beads	Sewing	Sewing (3:30 to 4).	Sewing (3:30 to 4).
3:50 to 4	I II III	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal.

APPENDIX A—Continued.

Saffron Walden Training College and School, 1889.

TIME-TABLE, KINDERGARTEN AND TRANSITION CLASS.

Day and hour.	Class—			
	I.	II.	III.	IV and V.
Morning (*a*).				
Monday:				
9:45	Opening school. Scripture verses.	Opening school. Scripture verses.	Opening school. Scripture verses.	Opening school. Scripture verses.
10	Jointed lath (*c*)	Gift (4)	Sums	Sums.
10:30	Gift (3)	Sticks and rings (*c*).	Reading	Reading.
11	Lunch and games	Lunch and games	Lunch and games	Lunch and tables.
11:30	Threads	Threads	Writing	Writing.
Tuesday:				
9:45	Opening school. Scripture story.	Opening school. Scripture story.	Opening school. Scripture story.	Opening school. Scripture story.
10	Gift (3)	Sticks and rings (*c*).	Sums	Sums.
10:30	Jointed lath (*c*)	Gift (4)	Reading	Reading.
11	Lunch and games	Lunch and games	Lunch and games	Lunch and dictation.
11:30	Sewing	Sewing	Sewing	Sewing.
Wednesday:				
9:45	Opening school. Scripture verses.	Opening school. Scripture verses.	Opening school. Scripture verses.	Opening school. Scripture verses.
10	Gift (3)	Mat weaving (*c*)	Paper cutting	Sums.
10:30	Mat weaving	Gift (4)	Reading	Reading.
11	Lunch and games	Lunch and games	Lunch and games	Lunch and tables.
11:30	Drawing (objects)	Drawing (objects)	Object lesson	Object lesson.
Thursday:				
9:45	Opening school. Scripture story.	Opening school. Scripture story.	Opening school. Scripture story.	Opening school. Scripture story.
10	Gift (3)	Sticks and rings (*c*).	Gift (4 or 5)	Sums.
10:30	Jointed lath	Gift (4)	Sums	Gift (5).
11	Lunch and games	Lunch and games	Lunch and games	Lunch and games.
11:30	Sewing	Sewing	Drawing	Drawing.
Friday:				
9:45	Opening school. Scripture verses.	Opening school. Scripture verses.	Opening school. Scripture verses.	Opening school. Scripture verses.
10	Gift (3)	Sticks and rings (*c*).	Sums	Sums.
10:30	Jointed lath (*c*)	Gift (4)	Reading	Reading.
11	Lunch and games	Lunch and games	Lunch and games	Lunch and dictation.
11:30	Drawing	Drawing	Object lesson	Object lesson.
Afternoon (*b*).				
Monday:				
2:30	Mat weaving	Mat weaving	Geography	Drawing.
3	Games	Games	Recitation	Recitation.
3:30	Beads	Beads	Writing	Geography.
Tuesday:				
2:30	Drawing	Drawing	Paper folding	Writing.
3	Singing	Singing	Singing	Singing.
3:30	Sewing	Sewing	Reading	Grammar.
Wednesday:				
2:30	Beads	Beads	Reading	Reading.
3	Games	Paper folding	Grammar	Dictation.
3:30	Threads	Threads	Writing	History.
Thursday:				
2:30	Mat weaving	Mat weaving	Mat weaving	Writing.
3	Singing	Singing	Reading	Reading.
3:30	Sewing	Sewing	Writing	Geography.
Friday:				
2:30	Threads	Threads	Drawing	Drawing.
3	Recitation	Recitation	Recitation	Recitation.
3:30	Modeling (*c*)	Modeling (*c*)	Reading	Grammar.

a Registers marked and closed at 9:55; dismissal at 12 o'clock.
b Registers marked and closed at 2:25; dismissal at 4 o'clock.
c These as the year goes on develop into other but similar occupations.

APPENDIX A—Continued.

Herold's School, Bermondsey.

TIME-TABLE, INFANTS' DEPARTMENT, 1888.

Time.	Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
Morning:						
9	1	Opening school, texts, etc.	Opening school, texts, etc.	Opening school, texts, etc.	Opening school, texts, etc.	Opening school, texts, etc.
	2					
	3					
	4					
9:10	1	Holy Scripture.	Holy Scripture.	Holy Scripture.	Holy Scripture.	Holy Scripture.
	2					
	3					
	4					
9:30 to 9:55	1	Number	Number	Number	Number	Number.
	2	do	do	do	do	Do.
	3	Reading	Reading	Reading	Reading	Reading.
	4	do	do	do	do	Do.
9:55	1	Registers marked and closed.	Registers marked and closed.	Registers marked and closed.	Registers marked and closed.	Registers marked and closed.
	2					
	3					
	4					
10 to 10:30	1	Reading	Reading	Reading	Reading	Reading.
	2	do	do	do	do	Do.
	3	Writing	Writing	Writing	Writing	Writing.
	4	do	do	do	do	Do.
10:30 to 11	1	do	do	do	do	Do.
	2	do	do	do	do	Do.
	3	Reading	Reading	Reading	Reading	Reading.
	4	do	do	do	do	Do.
11	1	Drill, recreation, etc.	Drill, recreation, etc.	Drill, recreation, etc.	Drill, recreation, etc.	Drill, recreation, etc.
	2					
	3					
	4					
11:15 to 11:45	1	Reading	Object lesson	Singing	Reading	Reading.
	2	do	do	do	do	Do.
	3	Kindergarten	do	do	Number	Kindergarten
	4	do	do	do	do	Do.
11:45	1	Mental arithmetic, tables, etc.	Mental arithmetic, tables, etc.	Mental arithmetic, tables, etc.	Mental arithmetic, tables, etc.	Mental arithmetic, tables, etc.
	2					
	3					
	4					
12	1	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal.
	2					
	3					
	4					
Afternoon:						
2	1	Repeating songs, etc.	Repeating songs, etc.	Repeating songs, etc.	Repeating songs, etc.	Repeating songs, etc.
	2					
	3					
	4					
2:5	1	Registers marked and closed.	Registers marked and closed.	Registers marked and closed.	Registers marked and closed.	Registers marked and closed.
	2					
	3					
	4					
2:15	1	Reading	Needlework	Knitting	Needlework	Reading.
	2					
	3					
	4					
2:45 to 3	1	Number.	Needlework	Knitting	Needlework	Number.
	2					
	3					
	4					
3	1	Kindergarten games, play, etc.	Kindergarten games, play, etc.	Kindergarten games, play, etc.	Kindergarten games, play, etc.	Kindergarten games, play, etc.
	2					
	3					
	4					
3:15	1	Kindergarten	Reading	Recitation	Reading	Kindergarten.
	2					
	3					
	4					
4:15	1	Prayer and dismissal.	Prayer and dismissal.	Prayer and dismissal.	Prayer and dismissal.	Prayer and dismissal.
	2					
	3					
	4					

APPENDIX A—Continued.

Herold's School, Bermondsey—Continued.

KINDERGARTEN TIME-TABLE, CHILDREN UNDER 5.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
Morning:					
8:50	Learn hymn; open school.	Learn hymn; open school.	Learn hymn; open school.	Learn hymn; open school.	Learn hymn; open school.
9:10	Holy Scripture.	Holy Scripture.	Holy Scripture.	Holy Scripture.	Holy Scripture.
9:30	Learning songs.	Learning songs	Learning songs	Learning songs	Learning songs
9:45	Registers marked and closed.	Registers marked and closed.	Registers marked and closed.	Registers marked and closed.	Registers marked and closed.
9:55	Ball games, etc.	Ball games, etc.	Ball games, etc.	Ball games, etc.	Ball games, etc.
10:45	Play	Play	Play	Play	Play.
11	Stick laying	Stick laying	Stick laying	Stick laying	Stick laying.
Afternoon:					
1:45	Learn song	Learn song	Learn song	Learn song	Learn song,
2:5	Registers marked and closed.	Registers marked and closed.	Registers marked and closed.	Registers marked and closed.	Registers marked and closed.
2:15	Stick laying	Paper tearing	Paper folding.	Paper tearing.	Stick laying.
3	Exercises	Exercises	Exercises	Exercises	Exercises.
3:15	Ball games, molding, etc.	Ball games, molding, etc.	Ball games, molding, etc.	Ball games, molding, etc.	Ball games, molding, etc.
4	Close school and dismiss.	Close school and dismiss.	Close school and dismiss.	Close school and dismiss.	Close school and dismiss.

British school, Northfleet.

TIME TABLE—INFANTS' CLASS—1888.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
Morning:					
9 to 9:10	Tables	Tables	Tables	Tables	Tables.
9:10 to 9:30	Scripture lesson. Marking register.	Scripture lesson. Marking register.	Scripture lesson. Marking register.	Scripture lesson. Marking register.	Scripture lesson. Marking register.
9:30 to 10	Reading Writing	Arithmetic Reading	Writing Reading	Reading Writing	Arithmetic. Reading.
10 to 10:30	Writing Reading	Reading Figures	Reading Writing	Writing Reading	Reading. Writing.
10:30 to 11	Arithmetic Number	Writing Writing	Spelling Number	Arithmetic Figures	Spelling. Number.
11 to 11:15	Recreation	Recreation	Recreation	Recreation	Recreation.
11:15 to 11:55	Lesson on form and color.	Object lesson. (a)	Kindergarten	Object lesson	Kindergarten.
11:55 to 12	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal.
Afternoon:					
2 to 3	Needlework	Knitting	Needlework	Knitting	Needlework.
3 to 3:30	Reading Writing	Writing Reading	Reading Writing	Writing Reading	Reading. Writing.
3:30 to 4	Recitation	Singing	Writing Reading	Singing (a)	Number.
4 to 4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissa.

a Given by mistress.

APPENDIX B.

Paper read before the Froebel Society, London, by Miss E. A. Manning, May 11, 1889.

THE KINDERGARTEN IN INDIA.

One proof of the soundness of Froebel's principles of education lies in the fact that they have been found practically useful in the training of children of various nations and of various races. The experiment made in a retired German village had within it such wise elements that it has extended itself with success not only into many countries of Europe and into America, but also to the East. At the Health Exhibition a few years ago we found that some of the little Japanese children share at least the interest of Froebel's occupations, and I wish to bring before you this evening some indications that his healthy natural system is beginning to be appreciated in India. Because Froebel observed children faithfully—and it is for his having done this, and having told us what he observed, that we owe him endless gratitude—it followed as a matter of course that the German villagers Gretchen and Hänslein could not be the only children to profit by his discoveries. For boys and girls under 6 years old are very like each other all over the globe. Everywhere they have same eagerness to investigate as to what sort of a world they have entered. The same clinging dependence on their elders, the same impulse to test their new powers, the same sociability, the same faults, the same charm, the same method of development. Therefore, the German teacher and philosopher, while guiding the mothers of his own valleys, was really counseling mothers and teachers in countries and epochs far distant from his own.

It is true that there are hereditary differences, and differences due to variety in surroundings, which are noticeable even in the earliest stages of a child's life. National characteristics show their mark even before children can talk. One race of people is more active than another, one more vindictive, one more thoughtful, one has more delight in the beautiful, and as the phases of life in an individual are indissolubly linked together from beginning to end, such peculiar qualities exhibit themselves from the first. But Froebel's principles include so much width of application, they have such elasticity as well as strength, he looked so fully at human nature through the German villager's nature, that these differences can be met and dealt with easily. And after all even a dozen English children have almost as much variety of temperament and of tendency as if they were children of several nationalities. Froebel supplied certain leading truths, and, accepting these truths, those who can carry out his ideas have just to give due attention to special good or bad points of character and to the special aptitudes which need to be drawn out and exercised in accordance with race peculiarities, and thus his system becomes of world-wide application.

In regard to the practical methods of the kindergarten, however, it is very important that habits and circumstances should be taken carefully into account. One of Froebel's principles was that the child should always pass from the known to the unknown—that familiarity is valuable both in regard to mental and moral growth—and thus he followed the bent of the children around him in arranging his series of occupations. But he would have been the last to stereotype his methods, because in doing so he would have felt that he was going against his own principles. Even these methods, as children are so much alike in all countries, prove very much in accordance with tastes and tendencies everywhere. But it is most important to utilize the self-chosen occupations of the little ones of any particular nationality and to recognize and to fit things in with the associations that have molded them. Hence the introduction of the kindergarten into a fresh country requires much care and resource, much judgment and sympathy.

Now, I have lately returned from a visit to India, and I have been asked to give some information as to what is being done there in regard to kindergartens. Perhaps, when you have heard what I have to tell, you will consider that the kindergarten can hardly be said to exist in India, and I should almost agree with you. But there is a decided effort, especially in one part of India, to enliven the old methods of teaching, to introduce manual and physical training among the younger classes in schools, and to make the teachers understand better the nature of children. Therefore, though I have not much to tell you of kindergartens as we know them here, apart from school training and in connection with home influences, yet something is going on which is decidedly valuable, and which, but for all that has been spoken and written upon Froebel's principles, would not have been carried out. Moreover, there is continual progress noticeable, and with a large supply of qualified teachers very much more might be attempted; for the educated men of India have many of them heard and read of this kind of training, and they are very anxious to see it spread in their country.

The part of India which I have referred to as that where a decided effort is being made in the kindergarten direction is the Presidency of Madras. There is an excellent inspectress of girls' schools in that presidency, Mrs. Brander, who cares very much that the younger children in the schools should be appropriately dealt with. Mrs. Brander has spent many years in India, first as superintendent of the government training-school for mistresses, and now as inspectress. In her present capacity she visits numbers of girls' schools in distant districts as well as those in the city of Madras, and latterly a second inspectress, Miss Carr, has been appointed. These two ladies undertake the inspection, personally or through their deputies, of all the presidency girls' schools. In no other part of India is such an arrangement made; partly because it is not easy to find qualified ladies for the work and partly because Madras has always been rather forward, owing to the zeal of the missionaries, in education. Mrs. Brander was in England a few years ago, and she interested herself much about Froebel's methods and read books on the subject. She had, even before, as superintendent of the training college, adopted the occupations and games to a small extent in the practicing school, and gradually she has become more and more convinced of their value. Miss Carr, her colleague, was, till last December, head of the same training school, many students of which are now settled as teachers in various places. Miss Carr, partly with the help of two Madras students who spent a year or two in England, did a great deal to improve the infant classes of the practicing schools and to instill rational ideas on education into the minds of the students. So now Mrs. Brander and Miss Carr on their tour of inspection are able to encourage the former students and to keep up this standard of teaching, and they both pay special attention to the kindergarten teaching.

Mrs. Brander has seen the great importance of adapting the methods to the surroundings of the little Indian children. You can hardly realize how very narrow the life of these children is. Seldom going out of their houses; with no shops containing pictures and other educating objects to look at; living among elders who are extremely ignorant and who believe in all sorts of superstitions, and married, or, as we should call it, betrothed, before they are 10 or 12 years old, they grow up with unobservant faculties, untrained habits of conduct, no knowledge of the outside world, and altogether undeveloped. In the treatment of such children when they are allowed to attend school it is difficult to find a basis to work from. Even pictures do not readily convey ideas to them, and the games that are interesting to European children have to do with ways and phases of life of which they have never heard. At the same time these children have bright capacities, they are very eager to improve, and, as little pupils, they are exceptionally good. The great thing there is to utilize the sights and sounds that they are accustomed to, and the occupations which are familiar to them. Mrs. Brander devotes much care to this. She selects native songs that may be suitable, and the materials which can be bought in the bazaar (this for another reason also, that they are cheaper), and she lets the children practice beadwork, in which they are very ingenious, and play with familiar seeds and berries. Some of the native methods, as forming letters in the sand, are quite in accord with kindergarten plans, but in the oldfashioned schools the exercises are done without joyousness, with great monotony, and under severe threats and punishments. All the world over it seems to have been assumed that children hate learning, whereas to learn, under right conditions, is to most children a real pleasure.

Now, will you pay a visit with me in imagination to a school in Madras to which a kindergarten is attached—that is, the younger children are taught on Froebel's method, as far as it can be managed. Mrs. Brander and I went to see this school one morning during my visit to Madras, driving to it in that glorious Indian sunshine, of which there is not too much in December, though even then we have to protect ourselves against it. Well, we arrive in a rather crowded street at the central school and kindergarten, which, with five other schools, is supported by the Maharaja of Vizianagrum, and is under the supervision of the committee of the National Indian Association. The house is one of typical native arrangement. Entering from the street we came upon a small courtyard, and beyond it was another. The rooms all round the court on the lower floor were quite open, something like an interior veranda, with supporting pillars. It looks extremely picturesque to see at one glance the groups of children sitting in these open rooms in their bright variegated sarees. The head mistress, Miss Jupe, came to meet us. She is chiefly occupied upstairs with the elder girls, but she superintends the kindergarten with great care and interest. In the right-hand room of the court we see seventeen tiny boys and girls, all occupied with mat plaiting. The needles are now made in Madras, for it costs a great deal to get them from England. The children sat on benches with desks before them. I wish I could convey to you an idea of how they looked. Rich brown faces, large dark eyes, black smooth hair plaited behind in a knot, or hanging down, and most of them very gaily dressed. They wear very small short-sleeved jackets and a skirt, and over all, a long saree, a sort of scarf of several yards, twisted all about and raised over the head when required. In that part of India the dress is of cotton. One little girl had a red jacket and a white saree; another, a green saree; another an orange one over a white skirt. One child had a spot of red paint on her forehead, ear ornaments all about the ears, and many bangles. Most had these ornaments on, but no shoes and stockings. A little boy had a green jacket and gay cap. I tell you these details that you may form a picture in your minds of the scene. Then the native teacher, who also had bare feet, wore a red jacket and a saree, with shawl stripes (red, green, and yellow). Round her neck was a coral chain set in silver, a flat gold ornament in her hair, and she wore spectacles. All the children seemed interested in this mat-plaiting, and they got on with it as well as English children might. Then we went to see about twenty of a baby class, all sitting on a long strip of mat on the floor, which is much more comfortable for them than benches. These babies were busy with bricks. The teacher had a magenta jacket and a cream-colored saree with gold border. She told them to make two chairs with their bricks for the ladies, which they did with alacrity. Then they made, with five bricks, a fireplace and a "chattie" (a pot) upon it for boiling rice. "What do you do with the rice"? asked the teacher. "Eat it," said they, thinking of the invariable daily meal. One little boy had a coat and cap of yellow and red silk, and he wore toe rings. The very small girls do not yet wear sarees. They sang a Tamil song about something very familiar to them, "mittai,"—that is, sweetmeats. "Who make the sweets"? "Brahmins," they replied. This is so, because what Brahmins made everyone may eat, but things made by those of a lower caste may not be eaten by a higher. Leaving these dear little children we found some rather older, playing in the courtyard. They were pretending to draw water from a well in tiny *chatties*, imitating the dipping of the chattie into the well with their soft delicate little arms and then watering some long twists of paper with flapping green ends, which I suppose were intended for palm trees. Then we saw some of their own games. One they call the frog game. Two little girls took hold of each other's hands, repeating a rhyme: "We have rice in our pot; you have grain (that is, a coarse kind of grain), in yours. Which will you have"? Then they jumped again and again from the ground, bending and throwing their interlaced hands alternately to one side or the other. Another game was with clapping hands, first clapping each her own hands and then across. Then we saw another little class where all were forming the Tamil letters by laying red seeds on their slates upon the form of the letters which had been drawn by the teacher. In the upper story we found the older children. It is difficult to get enough female teachers as yet, and many men teach the girls' schools. It looked strange at first to see the men, in white and red turbans and perhaps a long white or orange coat or an enveloping shawl, conducting a class. One was giving a lesson on the cotton plant, with plenty of specimens, and he had a small pot containing water, that he might let them drop a rupee and also some cotton into it, to show the relative weight. These elder girls performed the kol-attam, or stick dance. Each child in the circle had two sticks, and in a methodical way she struck her own together in time with those of her neighbors on each side of her. The effect was extremely pretty owing to their graceful actions. and the blue, red, white, lemon, and other colors of the saree and skirts. Meanwhile they sang a song about a garden and red and white lotus flowers. There was much that was interesting in the upper school, but I must keep to the little ones; so we will leave this school and look in at another in a different part of Madras. It is a missionary school, of which the superintendent is Miss Oxley, of the Church Missionary Society. A storm had come on and we had to rush into the house. These children were fetched to school in a bullock cart; it goes round to their houses and brings them in sets of ten or twelve. One such batch arrived when we were there, and it was curious to see the pains taken lest the driver or anyone else should see the girls. The cart had to be turned with its end toward the verandah, and then they slipped out and ran in on the inner side of the cart. The driver is screened off. The teacher was a young Mohammedan woman, in a yellow chudder, something like a saree, but not near so long. It is worn by Mohammedans. She taught the class with great spirit. Most of them had red Manchester cotton chudders, perhaps with yellow borders, and red pyjamas (trousers). We went to see a small class sitting in an inner verandah. These tiny ones were on the floor, occupied with bead threading, which they greatly enjoy. As I have said, the Indian work with beads is most ingenious; so this occupation is one which it is very useful to develop educationally. The beads were in a little chattie, or pot, and each child had a slate, so that if the beads were dropped they did not get lost on the matting of the floor. They were questioned in colors and answered very well. After the Health Exhibition in London Mme. Michaelis kindly allowed me to have for India her series of bead threading, and this has been circulated in most of the Madras Presidency schools. Mrs. Brander saw its value, and she has made the greatest use of it as a pattern. It is very rare that Mahommedan girls are allowed to attend school. There is something very dignified even in the tiny children's manners. They wear their chudders over their heads, and when they stand with folded arms, their faces so plump and their eyes so fine, they look like Little Red Riding Hoods. Mrs. Brander inspects missionary as well as government schools, and she takes every opportunity of organizing an interesting variety of occupations.

But now let us go to the presidency training school for mistresses at Madras, which is the source whence the teachers derive their knowledge of Froebel's system. Miss Carr, who till lately was the superintendent, has sent out in the five years of her stay about one hundred teachers. She had not yet started her new inspecting work when I was at Madras, so I was able to see the training school while her methods were in force. I thought this institution was most carefully conducted and there was a unity about the working which appeared to me remarkably well suited to the aims in view. The normal students usually number about 40, some English or Eurasian and others Hindoos. On account of the variety of languages it is necessary to have three practicing schools—Tamil, Telugu, and English. The two teachers I referred to just now, Miss Shunmugum and Miss Bernard, were for a time in England studying at the Teachers' Training College, then in Bishopsgate. They have proved very useful since their return, both in the practicing school and for the normal department. The students have passed three examinations in ordinary subjects before going to the training school, so that while they are there all their time is occupied in learning the art of teaching. Miss Carr used to look over and criticise all their sketches of lessons beforehand and she appointed them to one class for a month. In the course of their stay they in turn took all the classes, including those of the little ones. Thus the kindergarten division is an integral part of the whole. There are also model lessons and criticism lessons and lectures to the students on school management and on points relating to teaching. The result of all is that there is much life and spirit in the training school and that the younger children are most happy in their classes, where the methods present a great contrast to the monotonous and uninteresting routine usually pursued.

The training school stands in a large compound (that is, surrounding ground, sometimes a garden). In this case there is only grass and a few trees. You see a group of little carriages and bullock carts, in which the teachers, and students, and children have driven to school. The classes were crowded as to space when I was there, for a large *pandal*, *i. e.*, temporary room in the compound, had been lately blown down in a gale, but the director of public instruction has secured that a hall with classrooms shall soon be built. The children were in the lower part of the house, the students upstairs. Miss Shunmugum took us first to see the little ones. About 20 small Telugu children were having an object lesson from one of the students, named Subermal. She wore a red cotton skirt and a greenish bodice, over which was a white saree. In her ears there were several pearls and a green stone was near the top of her ear. Tiny pearls were screwed on to her face here and there. Her black hair was neatly plaited and round her neck was a bead chain with some coins interspersed. No shoes, but silver toe rings. Gold is thought too precious to wear on the feet. The lesson was on the hen. A stuffed hen stood before Subermal, and she called the children up in turns to examine it and to compare it with a duck, for in that school they teach much by comparison. They all seemed very much interested. It was pleasant to see their bright smiles. Indian children are generally very quiet and impassive, but these quite entered into teaching so suited to their nature and capacities. From the constant habit of preparation, the student teacher did not lose her way. One other lesson, but to elder children, was on the peacock, a very familiar bird in India. Here the teacher had to content herself with a picture and a peacock's feather. But I must not take you into the higher school. I will tell, however, of a lesson I heard given by a student on another day when Miss Brander was inspecting the training school. A class of eight little boys and girls was brought up into the inspection room and the student gave a very good lesson with square and oblong. I have the sketch here, only it is in Tamil. I could not follow it, but the children evidently enjoyed it and Mrs. Brander approved it. At one point they all held out their slates to illustrate the oblong. One tiny boy was bare to the waist. Indeed, his only dress was a white cloth tied round him and falling over his legs, except that he had a purple cap. It was very amusing to see this little fellow go up eagerly to the blackboard and point to the square and the oblong of colored papers stuck on to it. This was the only inspection lesson given that day to a kindergarten class, but later I saw the little ones do some very simple exercises. It was not easy to distinguish the girls from the boys, for the smallest ones are often dressed alike, in gay little vests and trousers. Parents like their girls to be taken for boys, because, as you are aware, it is thought more desirable in India to have sons than daughters. At one time the Hindoo mothers did not like their children to have movement exercises, so this teaching had to be given up. But Miss Carr took care to let the Eurasian children practice in the open verandah, where the Hindoo mothers could look on, and after awhile they came to her asking, "Why do you not let our children do as these do?" Whereupon these exercises were resumed. Of course in the Indian climate a careful choice has to be made in gymnastics, lest the girls should overdo. The course of training is for one year, but the students can stay longer if they do not pass well. Sometimes a teacher in some country school is sent up to be trained and she goes back with new ideas and a different sense of what to aim at. This was the case with a girl called Sellammal, from Kumbakonum, for whom we procured a scholarship (£10) from English funds. She profited extremely by her stay in Madras, and she delighted in the training school so much that she wrote a poem on it celebrating its advantages and its management. When I was at Madras she came with her parents a long night journey from Kumbakonum to see me. She fully recognizes the value of the kindergarten occupations and is very successful with them. Mrs. Brander encourages for the basis of the games the daily occupations which go on in the children's homes, as fetching water from the well, grinding the corn, and so on. I think the Indian children have quite a dramatic instinct and they are fond of joining in simple scenes, arranged by the teachers. Their memories are so remarkably good that the learning what each has to say is quite easy. At one school at Madras, under a native Christian lady, Mrs. Satthiandahan, some children acted a sort of welcome to me. The schoolgirls were placed in the open rooms round the courtyard, in the middle of which was a tree, and there were also shrubs in pots. Several girls pretended to be getting flowers, when another girl appeared finding great fault with them for coming without leave into a garden and plucking flowers. I should say that each girl had a colored paper basket, something like a fly catcher. They defended themselves and said they did not mean to do wrong. Then came the little guardian's mother, and she scolded her for having been off duty and let the other girls enter, but she also found fault with the invaders. After some disputing the whole matter was amicably settled by the girls explaining that an English lady had come to their school and they wished to get flowers for a garland for her. That excuse was considered satisfactory, and when a garland was placed on me it was supposed to be the one that they had been meanwhile making. Sometimes they hold a sort of argumentative conversation on the advantages of going to school, and they are very fond of a wedding game of their own called a "Garbi," in which the children with a particular step move round in a circle, clapping their hands and bowing towards the center at each forward step.

There are scarcely any teachers except those trained at the training school who understand anything about Froebel; so the kindergarten attempts in the *mofussil* (the country) schools are often very poor and mechanical. Still there is a recognition of the idea that education means something wider than learning to read and write, and certainly many of the results are good. I will read to you a sentence or two out of the report of Mrs. Brander, to the director of public instruction (Mr. Grigg), for last year:

"The introduction of children's occupations, object lessons, and action songs, and the grants offered for them have awakened an interest in the subject of the education of young children. Many managers have bought books on the subject, and a knowledge of the best methods of teaching young children is certainly spreading. Where well-trained teachers are employed the younger classes are now well taught, and managers seem to realize more than they used to do that the best teaching can not be obtained from untrained or poorly trained teachers. Even where the teachers are untrained, and where they conduct occupations mechanically, the children are happier and better employed in weaving paper, threading beads, or looking at pictures of animals than they were in shouting the alphabet for an hour at a time on the old *pyal* school system."

I may add as to Madras, that Miss Rajahcopaul, of the Free Church Missions, who was also once in England, and who studied at Miss Naubi's, has translated a selection of action songs from the book of Mrs. Berry and Madame Michaelis into Tamil.

In other parts of India there is not much known or practiced as yet regarding the kindergarten, but a good many inquiries are made about it, because articles in newspapers, and educational information from England has stirred up some interest in the subject. The training schools generally have not taken it up. There is one at Ahmedabad, in the Bombay Presidency, where the lady superintendent of the training college is Mrs. McAfee, who was lately in England. She gained here some useful ideas, I think, through Mrs. Holton, which she has found very helpful. But I must not omit mentioning the Irish Mission School, where many years ago two of Fräulein Heerwart's students used to teach. Though they have both left (one has married a missionary and the other is also married), yet the beginning that they made has been carried on. I was present at the prize giving in this school and I gathered that the younger children are taught in a bright, rational way. A little pupil of 4 years old was of the Parsee family in which I was staying, and this child, Dhunbai, showed the good effects of attending the kindergarten. She was a fine child, very quiet and dignified, and with much self-possession. She would repeat several infant school rhymes in Gujerate translations out of a book prepared by the head of a training college at Poona. It was curious to see the grave way in which she would recite about the "Clock in the corner that stands," pointing to her hands and face quite properly and making the pendulum go with even swing. This dear little girl was a great favorite with me. She would come stealthily into my room and wait till I noticed her, perhaps dressed in a pink frock and trousers, with a little cerise-colored sleeveless vest outside. Her sisters attended the higher classes of the school and are very promising girls. The last time I might have seen little Dhunbai Dadysett was at 1 o'clock in the night, when I was to pass Surat again in the train. Owing to a delay my train did not arrive till 5 in the morning and I found that all the family, with Dhunbai, had been at 1 o'clock to meet me. Little Dhunbai, too, had brought a large nosegay which, after all, had to be left for me with the station master. I should have greatly liked to see that dear child again.

Mrs. Sorabji, at Poona, has some useful kindergarten classes in her excellent school in that city.

In the Bombay schools there is a wide field for kindergarten teaching, and the managers would, I am sure, be very pleased if some one would introduce it.

Now, I have to tell you of the interesting fact that two native Indian ladies in different parts of India have interested themselves in the subject and are likely to be of great help in spreading Froebel's ideas. The first is Pundita Ramabai, a Mahratti widow and a Sanskrit scholar, of whom you have probably heard. She came to England about seven years ago and stayed at Wantage, and afterwards at Cheltenham College. Then she went to America, and she was so much struck with the educational work there that she formed the plan of collecting a large sum of money for establishing a widows' home in India. After great exertions in lecturing and writing (her book on the High Caste Hindu Woman is most interesting) she met with sufficient success to return to India and start the home. She is beginning it on a small scale in Bombay, and she has with her an American teacher who, I believe, understands the kindergarten. Ramabai herself has the greatest belief in the value of such teaching, and she is convinced that it is just what is required for Hindu children in order to counteract the defects in their home training. Ramabai's enthusiasm is keen about the undertaking, and I have great hopes that she will be of real service in the kindergarten movement.

The other lady is Srimati Harderi, also a widow, living at Lahore. She, too, has been in England, and she used to attend the kindergarten of Madame and Miss Roth. It promises well that these two ladies are both so convinced of the truth of Froebel's principles.

Now, let us come to one or two practical points. I think you will have seen how advantageous it would be for India if some good kindergarten teachers could go out and help to carry forward the work already just begun; and, besides the Hindu, Mahommedan, and Parsee children, there are the little English children to be considered, for whom it would be delightful if kindergartens were started, especially in the Hills. Those of 6 and 7 are usually sent home; but there are numbers under that age who, owing to the climate and the want of variety in their daily life, become fretful and selfish, languid and troublesome. Kindergarten teaching would not altogether change this state of things; but we know that it often does effect wonders on difficult children. When I was at Calcutta two or three ladies whom I spoke to about it said that they thought the plan might succeed at Darjeeling, and another lady in the N. W. P. spoke hopefully as to Gaini Tal being a suitable station for the experiment; but, then, such opinions are vague for acting on, for there is the united expense of voyage and outfit and the probability that it would be a long time before the attempt could prove remunerative. I will read you part of a letter that I received lately from Miss Collins, who took the elementary Froebel certificate, as it was then called, in the first year of that examination. Miss Collins has a mother and brother in India, and she went out with the hope of establishing a kindergarten at Simla, which is her home for most of the year. She found it a difficult undertaking, because she could not afford to wait.

"I am very disheartened and disappointed that I have been quite unable to start my kindergarten home, because I have not been able to save the rent for the ensuing season; in fact, I am in debt for last year's rent, and my hope of being quite independent has rather a gloomy prospect. I have been told that had I been able to get a suitable house and governess and English nurse sent, I should have all the children in Simla, and a good many more, but I find it utterly impracticable this season. I have been thinking of a plan, and that is to get some clever lady with a little money to join me, and we together might start the school on the plan I had arranged, I supplying the connection and influence I have already gained, and she the money to begin with, sharing the income eventually; but where to get such a lady is the difficulty; such an one is not to be had in India, and I thought you would be the only one whom I know who could bring two such people to correspond as myself and such a lady."

There is no doubt that the parents were pleased with her efforts. Her wish was that she and her mother might set up a kindergarten home for little children at

Simla, where they would be safely left when the rest of the family had to go down to Calcutta, but for that you see she had not enough funds.

Well, all that seems made out is that someone with experience and money might get on well in the Hills and do most useful work.

To go back to the Indian children. I think that if a good teacher were to settle in Bombay it would not be long before she would get plenty to do. Supposing she could teach gymnastics for ladies, also, probably numbers of Parsee teachers would take lessons of her, for physical training is much favored just now. Or, better still, if two ladies could go out, one for the kindergarten and one for gymnastics, they would be not unlikely to succeed. Training classes for the teachers would be very important, and there would not be any difficulty, I believe, in utilizing an existing school as a practicing school. And not only at Bombay, but at Calcutta, and perhaps at Madras, the scheme might prosper. When there was originally a discussion about medical women for India, a native statesman said he thought 10,000 might be required. We might, perhaps, reduce this by half for kindergarten teachers and expect 5,000 to become occupied in India, or perhaps we had better first limit ourselves to two. But I really believe that once satisfactorily started the movement would get on well, and perhaps the Indian Government might be willing to help with grants in aid.

Now I come to another practical point, I want to ask your help for Mrs. Brander and the other workers in India in respect to specimens of kindergarten work done by students or by children, and books and pamphlets on this subject. I can assure you now from personal knowledge that all such aid is most warmly appreciated. I have already mentioned how valuable Mrs. Michael's bead series has been. The teachers are much encouraged when they find that English people have sympathy in what they do, and they derive suggestions from the work sent out, and it keeps up this standard. Books, too, are of the greatest use. May I hope that you will bear this request in mind, and that you will now and then send a parcel to me which I can inclose in the cases that I frequently forward. Some kindergarten children at Reading once dressed a doll for the kindergarten at the Central School, Madras, which I have told you of. Whilst they were dressing it they gave it many messages and questions to convey, which were duly inscribed by me on a piece of paper pinned on to the doll's dress. I have also received Christmas cards from those same little children. I feel that the link of sympathy thus forged is of great value, besides that the gifts and patterns sent are immensely prized by Mrs. Brander and her friends in their often perplexing labors.

In conclusion let me add a very few words about the backward state of the women of India. You must not think that because I have referred to many girls' schools these are at all in proportion to the population. Hardly 2 per cent of girls of the school-going age attend schools; that is, taking a thousand girls, less than 20 will be at schools. Perhaps there may be 25,000,000 of very young girls in India, and yet the pupils in the girls' schools only number some thousands. In the higher classes a little instruction is given in the homes, but education for girls is a novelty in these later times, whatever may have been done there in the far past. The girls (as you know), whether they go to school or not, marry very early; they are seldom real companions for their husbands, and they are quite unprepared to train their children well. Of development, as Froebel understood it, such young mothers with their restricted life and their superstitious ignorance have no idea. Child-marriage and caste are two of the greatest evils from which India suffers, and little progress will be possible till educated opinion has weakened these customs. It is the mothers that need to be enlightened and it is they who are the most difficult to reach. Something may be done through teachers who attend at the houses, but it is not every family that will admit them. By degrees we may hope that girls will be allowed to remain longer at school, and as an inducement to this it is of great use to give scholarships to the highest pupils, and then if such girls could be taught something in regard to the training of little children, they might enter upon their home duties with more knowledge and kindly skill. But all this is at present far off, except as to a very few. It is for us, however, to work wherever the path is open and clear, bearing in mind that we have through wonderful circumstances become intimately bound to India, and that many of the women of India are looking affectionately and confidently for support in their forward efforts and for enlightenment to their English sisters here.

APPENDIX O.

THE KINDERGARTEN IN MADRAS.

By Mrs. Brander, Government Inspector of Girls' Schools, Madras.

Efforts have been made for some years past to introduce kindergarten teaching into the native girls' schools of the Madras presidency. It may be of interest to note the progress that has been made and the plans which have been found most successful.

In a few large and flourishing kindergartens in the presidency, like that at the Government Female Normal School and H. H. the Maharajah of Vizianagrum's Kindergarten, the materials used are in part obtained from England, and the teaching, being by trained teachers, is superior to and more complicated than that about to be described. The following remarks apply to the majority of ordinary schools, not to the few kindergartens under European supervision. These latter tend to raise the standard, and where they supply trained kindergarten teachers, as at the normal school, are invaluable.

In the revised grant-in-aid code, which came into force in 1885, kindergarten occupations and action songs are introduced as optional subjects, for which grants can be earned. This has stimulated interest and many managers are now introducing these subjects into their schools.

It has often been objected to the kindergarten in England that the idea having originated in Germany, the songs, games, occupations, and even the materials used were too German, and it was not until English kindergartens changed this by inventing English games, songs, etc., that the system began to take root in England.

The same difficulty has been felt, even more strongly, in India. As regards the games, the difficulty has been partly avoided by introducing native games, such as the kotatham or stick dance, gobi, kunni, and others. These dances and games are very pretty and graceful, and, when played with energy, secure real physical exercise for the children. They do not, however, exercise the dramatic powers of the children as Froebel's games do. This has been partly achieved by translating English kindergarten songs into the vernaculars. There is one book of these in Tamil, called Thirty Kindergarten and Action Songs, translated by Miss Rajajapal, which, in the absence of original native action songs for infants, is very useful. Such translations are, however, of course open to the objection that the ideas and forms are foreign. It is to be hoped that, before long, some native poet will produce original native songs of the kind required.

With regard to the occupations, native material has been introduced as much as possible. It has the advantage of being familiar to the children and it is cheaper than English material.

The teaching of the alphabet is not strictly a kindergarten occupation, but the method by which the vowels are taught to beginners here gives it a right to be classed as such. The children are seated on mats on the floor, with a strip of smooth chunam or their slates in front of them. Before they take their seats the letter to be taught is written with chalk, in large size, on the chunam floor or a slate, opposite the center of the class, and repeated, in smaller size, on the floor or slate in front of each child. Beside each letter is a pile of tamarind seeds. The teacher calls attention to the large letter, traces its form, discusses it with the children, and tells them its name. She then lays the tamarind seeds over the chalk letter, thereby tracing its form again. While doing so she allows the children to count the seeds laid on in twelves (12 is the limit of the arithmetic required of them). The attention of the children is next called to the small-sized letters in front of them, and they are required to lay seeds, from the heaps beside them, on their chalk letters, care being taken that they begin and end at the right points, as if they were writing the letter. The children are encouraged to count the seeds, in twelves, as they lay them on, and to induce them to work quickly, each child is allowed to stand as soon as she has finished. By means of this occupation the children learn, in a pleasant way, the forms of the letters before they can write them. These forms are further impressed on their minds by means of pricking and sewing. Later in the day the children are seated on their mats with a small cushion and a pin in front of each. The cushions are about 2 inches long by an inch wide and are stuffed with bran. They are covered with Turkey red cloth, so that the materials for them can be bought in any Indian bazaar. Each child is now supplied with a strip of olei, that is, the dried leaf of the palmyra or toddy palm. The teacher has previously written on each strip the letter traced by seeds that day, and she has made a series of dots along the letter. The children are now shown how to prick out the letter, pricking only where they see a dot and beginning and ending at the right points.

As a third occupation, each child is supplied with the olei, on which she has previously pricked the letter with a thimble and a needle threaded with weavers' thread. This is the thread used for weaving women's clothes, and can be bought in almost every village in India. Its bright colors render it particularly suitable for children's occupations. The children now backstitch the letter on the olei, putting in the needle at the holes previously pricked.

The occupations and general use of native materials hitherto described were invented and introduced by Mrs. Capron, an American lady, who has done a great deal of good for girls' education in Madura. It is from her schools there that the plans described have been adopted and spread to other schools in the presidency. The same is true of Mrs. Capron's use of weavers' bright colored thread for cross-stitch and for samplers.

On the same lines but arranged and introduced by others, are the more advanced styles of the occupation of pricking and sewing for standards above the infants. The materials used are the weavers' thread, coarse bazaar paper, of which two or three thicknesses are pasted together to form a sort of cardboard, and chequered paper. The latter is the only one of the materials which can not be procured in the bazaars. It is now made in the town of Madras, and has to be supplied from there. By means of these materials ideas of form are taught. The lessons and patterns begin with simple lines, first vertical, then horizontal, and then slanting, and proceed to combinations of these lines into angles, and gradually to more complicated forms and patterns.

Bead-threading is an occupation which is very popular with Indian children, and a graduated series of patterns, obtained from a bead school in London, is taught in many of the schools at this presidency. It is true that the beads come from England, but they are sold cheaply in all Indian bazaars. Counting and knowledge of color are taught by means of the series mentioned, and the teachers and children are very clever at imitating native jewelry and at covering toy water-pots, cooking vessels, and other things with beads by a method of threading which seems to be practiced only in India. Paper plaiting and folding are to some extent taught, but not widely, as colored paper can not be bought in small bazaars.

Prizes for kindergarten work are given at the exhibition held by the National Indian Associaton at Madras every year. It is very pleasant to see how much the little Indian children enjoy the songs, games, and occupations of the kindergarten. In all schools into which these have been introduced, there is a marked improvement in the brightness and intelligence of the children in the infant classes.

TABLES EXHIBITING THE GROWTH OF KINDERGARTENS IN THE UNITED STATES.

TABLE 1.—*Statistics of Kindergartens in the United States from 1873 to 1892, inclusive.*

[From the Reports of the Commissioner of Education.]

	1873			1874			1875		
	Number of kindergartens.	Number of teachers.	Number of pupils.	Number of kindergartens.	Number of teachers.	Number of pupils.	Number of kindergartens.	Number of teachers.	Number of pupils.
Alabama									
Arizona Territory									
Arkansas									
California							1	2	15
Colorado									
Connecticut				1	1	8	2	6	92
Dalaware									
District of Columbia	2	6	90	3	11	137	7	15	157
Florida									
Georgia									
Idaho									
Illinois				2	10	43	5	8	109
Indian Territory									
Indiana							1	1	25
Iowa									
Kansas									
Kentucky	2	3	62	2	3	61	2	4	53
Louisiana									
Maine				2	2	47	2	2	45
Maryland	1	2	14	2	3	29	3	5	91
Massachusetts	10	12	151	14	18	213	12	20	204
Michigan	3	3	87	4	6	92	8	5	80
Minnesota							1	1	18
Mississippi									
Missouri	1	3	42	2	7	94	12	51	496
Montana									
Nebraska									
Nevada									
New Hamshire				1	1	20	1	1	14
New Jersey	6	13	296	5	13	229	13	28	505
New Mexico Territory									
New York	11	23	429	10	27	345	16	33	424
North Carolina									
North Dakota									
Ohio	2	2	53	2	8	50	4	6	78
Oklahoma Territory									
Oregon									
Pennsylvania	2	2		1	3	30	4	10	88
Rhode Island	1	1	24						
South Carolina									
South Dakota									
Tennessee									
Texas									
Utah Territory									
Vermont									
Virginia									
Washington							1	1	25
West Virginia									
Wisconsin	1	3	48	4	17	238	5	17	290
Wyoming									
United States	42	73	1,252	55	125	1,636	95	216	2,809

TABLE 1.—*Statistics of Kindergartens in the United States from 1873 to 1892, inclusive*—Continued.

	1876			1877			1878		
	Number of kindergartens.	Number of teachers.	Number of pupils.	Number of kindergartens.	Number of teachers.	Number of pupils.	Number of kindergartens.	Number of teachers.	Number of pupils.
Alabama									
Arizona Territory									
Arkansas									
California	2	3	35	3	3	32	6	7	96
Colorado	1	1	8	1	2	22	1	2	22
Connecticut	2	6	87	1	5	80	2	5	55
Delaware									
District of Columbia	6	14	163	5	15	186	6	18	268
Florida									
Georgia				1	1	7	1	1	17
Idaho									
Illinois	8	21	207	6	13	141	7	22	274
Indian Territory									
Indiana	1	2	16	1	5	30	1	3	35
Iowa	1	4	50	1	5	40	1	5	37
Kansas							1		
Kentucky	4	6	92	3	7	82	4	7	78
Louisiana							1		
Maine	2	2	45	2	2	39	4	4	25
Maryland	3	8	83	4	10	48	3	10	56
Massachusetts	9	21	172	12	22	195	18	31	346
Michigan	4	6	90	3	4	90	2	3	54
Minnesota	2	2	29	3	9	70	2	8	50
Mississippi									
Missouri	25	141	1,208	20	105	1,145	15	66	1,129
Montana									
Nebraska									
Nevada									
New Hampshire	2	4	30	2	4	30			
New Jersey	14	31	530	14	24	451	14	32	552
New Mexico Territory									
New York	20	45	656	22	50	632	26	70	865
North Carolina									
North Dakota									
Ohio	5	9	96	6	9	89	12	19	196
Oklahoma Territory									
Oregon									
Pennsylvania	13	21	200	12	22	207	22	46	387
Rhode Island									
South Carolina	1	2	20	1	2	24	1	1	20
South Dakota									
Tennessee							2	2	
Texas									
Utah Territory									
Vermont									
Virginia									
Washington									
West Virginia									
Wisconsin	5	15	273	6	17	291	7	14	305
Wyoming									
United States	130	364	4,090	129	336	3,931	159	376	4,797

TABLE 1.—*Statistics of Kindergartens in the United States from 1873 to 1892, inclusive*—Continued.

	1879			1880			1881		
	Number of kindergartens.	Number of teachers.	Number of pupils.	Number of kindergartens.	Number of teachers.	Number of pupils.	Number of kindergartens.	Number of teachers.	Number of pupils.
Alabama	1	1	....	1	1	....	1	....	....
Arizona Territory	....	....	....	....	....	....	1	1	16
Arkansas	....	....	....	....	....	....	....	....	....
California	7	7	120	9	15	340	17	29	546
Colorado	....	....	....	....	....	....	....	....	....
Connecticut	3	8	76	4	6	71	4	6	81
Delaware	1	1	15	1	1	15	2	4	30
District of Columbia	6	16	257	9	19	254	10	20	383
Florida	1	1	20	1	1	20	....	....	....
Georgia	1	1	12	1	1	12	....	....	....
Idaho	....	....	....	....	....	....	....	....	....
Illinois	10	23	336	15	23	538	19	34	611
Indian Territory	....	....	....	....	....	....	....	....	....
Indiana	4	9	95	5	12	108	4	9	93
Iowa	8	9	70	2	8	88	4	11	168
Kansas	....	....	....	2	3	65	3	5	76
Kentucky	3	4	35	1	2	15	....	....	....
Louisiana	1	1	23	1	1	23	1	5	63
Maine	2	10	25	2	2	80	2	2	104
Maryland	3	8	83	5	9	83	3	9	69
Massachusetts	16	29	338	20	41	627	20	37	647
Michigan	2	6	70	6	10	119	7	8	150
Minnesota	1	1	....	5	14	108	5	18	173
Mississippi	....	....	....	....	....	....	....	....	....
Missouri	28	110	3,009	23	90	2,640	60	214	7,002
Montana	....	....	....	....	....	....	....	....	....
Nebraska	....	....	....	1	1	12	....	....	....
Nevada	....	....	....	....	....	....	1	2	50
New Hampshire	1	1	16	1	1	16	1	1	15
New Jersey	17	37	751	16	37	717	12	28	501
New Mexico Territory	....	....	....	....	....	....	....	....	....
New York	31	68	989	42	101	1,348	37	97	1,689
North Carolina	1	2	....	3	6	55	4	6	25
North Dakota	....	....	....	....	....	....	....	....	....
Ohio	18	34	383	12	28	285	12	34	448
Oklahoma Territory	....	....	....	....	....	....	....	....	....
Oregon	....	....	....	....	....	....	....	....	....
Pennsylvania	23	49	492	27	57	622	25	58	674
Rhode Island	....	....	....	1	6	64	2	6	68
South Carolina	2	2	87	1	1	67	....	....	....
South Dakota	....	....	....	....	....	....	....	....	....
Tennessee	2	2	12	1	1	12	....	....	....
Texas	....	....	....	....	....	....	....	....	....
Utah Territory	....	....	....	....	....	....	....	....	....
Vermont	....	....	....	....	....	....	....	....	....
Virginia	2	2	40	2	3	15	4	8	48
Washington	....	....	....	....	....	....	....	....	....
West Virginia	....	....	....	....	....	....	....	....	....
Wisconsin	5	10	200	12	23	452	12	24	457
Wyoming	....	....	....	....	....	....	....	....	....
United States	195	452	7,554	232	524	8,871	273	676	14,107

TABLE 1.—*Statistics of Kindergartens in the United States from 1873 to 1892, inclusive*—Continued.

	1882			1883			1884			1885		
	Number of kindergartens.	Number of teachers.	Number of pupils.	Number of kindergartens.	Number of teachers.	Number of pupils.	Number of kindergartens.	Number of teachers.	Number of pupils.	Number of kindergartens.	Number of teachers.	Number of pupils.
Alabama	2	2	26	......	......	......	1	2	22	3	2	20
Arizona Territory	1	1	16	......	......	......	......	......	......	......	......	......
Arkansas	......	......	......	......	......	......	......	......	......	......	......	......
California	28	49	1,050	......	......	......	29	49	1,251	34	64	1,579
Colorado	......	......	......	......	......	......	......	......	......	2	4	137
Connecticut	6	12	160	......	......	......	6	11	156	7	19	228
Delaware	2	4	31	......	......	......	1	3	30	2	5	42
District of Columbia	10	22	270	......	......	......	14	26	252	12	21	217
Florida	......	......	......	......	......	......	......	......	......	......	......	......
Georgia	......	......	......	......	......	......	3	5	35	2	5	55
Idaho	......	......	......	......	......	......	......	......	......	......	......	......
Illinois	27	55	701	......	......	......	25	53	921	37	71	1,715
Indian Territory	......	......	......	......	......	......	1	1	24	2	3	52
Indiana	7	15	165	......	......	......	14	20	218	11	32	622
Iowa	4	12	199	......	......	......	3	11	128	4	18	202
Kansas	3	5	116	......	......	......	3	7	135	3	5	134
Kentucky	1	1	20	......	......	......	1	1	20	3	4	27
Louisiana	2	6	94	......	......	......	2	6	99	2	9	128
Maine	2	3	58	......	......	......	2	3	48	2	3	51
Maryland	6	10	93	......	......	......	7	10	105	7	15	168
Massachusetts	41	53	724	......	......	......	22	46	714	19	38	641
Michigan	5	8	193	......	......	......	7	14	204	9	18	427
Minnesota	7	23	243	......	......	......	9	14	204	7	12	170
Mississippi	1	......	......	......	......	......	......	......	......	......	......	......
Missouri	65	233	8,076	......	......	......	64	211	7,213	62	181	5,655
Montana	......	......	......	......	......	......	......	......	......	......	......	......
Nebraska	1	3	57	......	......	......	1	3	57	2	3	40
Nevada	......	......	......	......	......	......	......	......	......	......	......	......
New Hampshire	......	......	......	......	......	......	......	......	......	1	1	35
New Jersey	12	29	443	......	......	......	12	27	474	12	25	440
New Mexico Territory	1	1	......	......	......	......	......	......	......	1	1	16
New York	38	95	1,600	......	......	......	45	109	1,735	41	92	1,532
North Carolina	2	4	60	......	......	......	2	4	60	3	3	38
North Dakota	......	......	......	......	......	......	......	......	......	......	......	......
Ohio	18	36	539	......	......	......	21	49	582	26	53	641
Oklahoma Territory	......	......	......	......	......	......	......	......	......	......	......	......
Oregon	1	2	21	......	......	......	1	2	21	2	4	60
Pennsylvania	31	68	845	......	......	......	27	66	771	55	112	1,634
Rhode Island	4	13	135	......	......	......	4	9	110	3	9	122
South Carolina	......	......	......	......	......	......	......	......	......	......	......	......
South Dakota	......	......	......	......	......	......	......	......	......	......	......	......
Tennessee	......	......	......	......	......	......	1	1	......	1	......	......
Texas	......	......	......	......	......	......	......	......	......	1	......	......
Utah Territory	......	......	......	......	......	......	......	......	......	1	1	......
Vermont	......	......	......	......	......	......	......	......	......	1	1	15
Virginia	3	7	38	......	......	......	1	2	22	1	2	22
Washington	......	......	......	......	......	......	......	......	......	......	......	......
West Virginia	......	......	......	......	......	......	......	......	......	......	......	......
Wisconsin	17	42	918	......	......	......	24	64	1,286	31	64	1,885
Wyoming	......	......	......	......	......	......	......	......	......	......	......	......
Dakota	......	......	......	......	......	......	......	......	......	3	5	82
United States	348	814	16,916	......	......	......	354	831	17,002	415	905	18,832

TABLE 1.—*Statistics of Kindergartens in the United States from 1873 to 1892, inclusive*—Continued.

	1886			1887			1888			1892		
	Number of kindergartens.	Number of teachers.	Number of pupils.	Number of kindergartens.	Number of teachers.	Number of pupils.	Number of kindergartens.	Number of teachers.	Number of pupils.	Number of kindergartens.	Number of teachers.	Number of pupils.
Alabama	1	3	35	1	3	35	......	......	......	1	3	20
Arizona Territory	......	......	......	......	......	......	......	......	......	......	......	......
Arkansas	......	......	......	......	......	......	......	......	......	1	2	20
California	36	70	1,814	56	121	2,815	66	119	3,550	89	179	5,821
Colorado	2	3	144	1	3	105	1	3	105	28	50	1,250
Connecticut	10	18	347	13	30	519	13	32	673	30	80	1,954
Delaware	1	2	23	1	2	21	1	2	21	2	3	33
District of Columbia	8	16	165	11	22	195	10	32	314	16	30	517
Florida	......	......	......	......	......	......	......	......	......	4	6	119
Georgia	3	5	51	2	3	31	1	1	......	8	15	388
Idaho	......	......	......	......	......	......	......	......	......	......	......	......
Illinois	31	105	2,246	48	157	2,684	50	144	3,048	197	271	7,491
Indian Territory	......	......	......	1	1	26	......	......	......	1	1	49
Indiana	9	20	445	12	31	446	13	27	542	35	124	2,910
Iowa	4	9	166	8	22	368	8	26	501	33	86	1,677
Kansas	4	9	156	2	3	51	2	4	65	16	19	569
Kentucky	2	3	27	1	1	......	1	1	......	21	60	1,157
Louisiana	2	10	160	3	11	192	3	13	227	10	28	525
Maine	2	3	51	3	5	69	3	5	95	5	7	119
Maryland	5	16	236	10	19	286	10	29	434	18	39	702
Massachusetts	41	79	1,482	46	86	1,446	44	88	1,819	101	172	4,182
Michigan	14	30	808	16	31	725	6	25	908	46	87	2,208
Minnesota	5	12	177	10	19	336	9	8	341	32	66	1,673
Mississippi	......	......	......	......	......	......	......	......	......	......	......	......
Missouri	66	181	5,236	71	244	6,081	74	230	6,678	90	270	7,003
Montana	......	......	......	......	......	......	......	......	......	5	6	71
Nebraska	1	2	40	1	4	50	1	4	50	17	30	623
Nevada	......	......	......	1	1	30	1	1	30	......	......	......
New Hampshire	1	1	35	......	......	......	......	......	......	4	7	91
New Jersey	10	22	410	15	28	680	13	23	965	36	50	1,345
New Mexico Territory	......	......	......	1	1	10	1	1	19	......	......	......
New York	40	91	1,916	60	124	2,813	55	114	3,300	170	313	7,750
North Carolina	2	3	54	1	1	30	1	2	30	5	10	152
North Dakota	......	......	......	......	......	......	......	......	......	......	......	......
Ohio	27	66	788	33	74	850	30	75	1,170	80	153	2,758
Oklahoma Territory	......	......	......	......	......	......	......	......	......	......	......	......
Oregon	4	8	124	6	13	192	6	14	243	2	4	77
Pennsylvania	53	94	1,791	63	108	1,899	51	91	2,218	95	148	4,118
Rhode Island	3	11	156	5	15	186	6	16	359	13	37	616
South Carolina	......	......	......	......	......	......	......	......	......	1	7	412
South Dakota	......	......	......	......	......	......	......	......	......	......	......	......
Tennessee	1	1	19	2	2	82	2	5	28	11	21	471
Texas	1	1	15	4	6	116	4	7	110	3	10	224
Utah Territory	1	1	90	1	1	50	1	1	50	2	5	80
Vermont	1	2	14	1	2	17	1	1	13	4	5	56
Virginia	......	......	......	......	......	......	......	......	......	4	7	86
Washington	......	......	......	1	1	10	1	1	10	3	9	183
West Virginia	......	......	......	......	......	......	......	......	......	......	......	......
Wisconsin	22	41	2,286	31	58	2,491	31	56	3,295	60	113	5,704
Wyoming	......	......	......	1	1	10	......	......	......	......	......	......
Dakota	2	4	52	1	2	28	1	1	16	......	......	......
United States	417	945	21,640	544	1,256	25,925	521	1,202	31,227	1,311	2,535	65,296

TABLE 2.—*Summary statistics of kindergartens in 1892.*

State.	Private kindergartens.			Public kindergartens.			
	Number of kindergartens.	Number of teachers.	Number of pupils.	Number of cities.	Number of kindergartens.	Number of teachers.	Number of pupils.
Alabama				1	1	3	20
Arizona							
Arkansas	1	2	20				
California	67	136	4,663	5	22	43	1,158
Colorado	14	30	658	4	14	20	592
Connecticut	11	25	299	9	19	55	1,655
Delaware	2	3	33				
District of Columbia	16	30	517				
Florida	4	6	119				
Georgia	3	4	68	2	5	11	320
Idaho							
Illinois	189	251	7,153	7	8	20	338
Indian Territory	1	1	49				
Indiana	29	117	2,700	4	6	7	210
Iowa	13	33	462	9	20	58	1,215
Kansas	10	13	355	4	6	6	214
Kentucky	18	56	818	2	3	4	339
Louisiana	6	18	260	1	4	10	265
Maine	4	6	94	1	1	1	25
Maryland	18	39	702				
Massachusetts	45	79	984	9	56	93	3,198
Michigan	20	41	796	10	26	46	1,412
Minnesota	23	49	1,020	6	9	17	653
Mississippi				2	2	2	92
Missouri	7	9	113	2	83	261	6,890
Montana	5	6	71				
Nebraska	13	24	399	3	4	6	224
Nevada							
New Hampshire	2	5	36	2	2	2	55
New Jersey	18	32	433	6	18	18	912
New Mexico							
New York	125	238	5,028	18	45	75	2,722
North Carolina	5	10	152				
North Dakota							
Ohio	73	144	2,445	7	7	9	313
Oklahoma							
Oregon	2	4	77				
Pennsylvania	50	78	1,260	4	45	70	2,849
Rhode Island	7	27	250	3	6	10	366
South Carolina							
South Dakota							
Tennessee	11	21	471				
Texas	6	8	157	2	2	2	67
Utah	2	5	80				
Vermont	4	5	56				
Virginia	4	7	86				
Washington	8	9	183				
West Virginia							
Wisconsin	16	31	561	13	44	82	5,143
Wyoming							
United States	852	1,602	33,637	137	459	933	31,659

Number of private kindergartens whose address was furnished to Bureau but who failed to respond to its inquiries.

Alabama	3
Arkansas	2
Arizona	3
California	85
Colorado	12
Connecticut	32
Delaware	5
District of Columbia	6
Florida	4
Georgia	11
Illinois	168
Indiana	30
Indian Territory	1
Iowa	33
Kansas	28
Kentucky	28
Louisiana	2
Maine	5
Maryland	21
Massachusetts	98
Michigan	50
Minnesota	46
Missouri	2
Montana	6
Nebraska	15
Nevada	6
New Hampshire	4
New Jersey	35
New Mexico	6
New York	118
North Carolina	4
North Dakota	5
Ohio	53
Oregon	7
Pennsylvania	75
Rhode Island	18
South Carolina	2
South Dakota	8
Tennessee	16
Texas	21
Utah	8
Vermont	1
Virginia	3
Washington	10
West Virginia	1
Wisconsin	47
Wyoming	4
Total	1,148

CHAPTER XX.

STATISTICAL SUMMARIES OF CITY PUBLIC SCHOOLS.

1.—CITY PUBLIC SCHOOLS.

TABLE 1.—*Summary by States of population and school enrollment and attendance in cities containing over 8,000 inhabitants.*[1]

State.	Number of school systems.	Total population (census of 1890).	Enrollment in public day schools.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Enrollment in private and parochial schools (estimated)
1	2	3	4	5	6	7
United States	442	18,088,348	2,667,042	364,687,603.5	1,884,473.9	723,990
North Atlantic Division	186	8,849,545	1,335,394	181,981,648.9	914,244.9	345,019
South Atlantic Division	37	1,419,964	192,820	27,756,177.4	148,831	50,001
South Central Division	37	1,147,093	148,798	18,951,843.5	106,044.2	48,909
North Central Division	155	5,780,848	854,615	117,701,859.7	621,409.1	250,668
Western Division	27	890,898	135,415	18,296,074	93,944.7	29,393
North Atlantic Division:						
Maine	8	130,346	20,770	2,843,642	16,038	4,410
New Hampshire	5	103,058	11,228	1,369,751	7,888	6,307
Vermont	2	22,829	2,946	395,804.5	2,185	2,020
Massachusetts	41	1,511,175	244,753	35,816,607	173,898.4	43,237
Rhode Island	5	208,766	28,519	4,020,591	20,772.7	7,217
Connecticut	13	350,292	56,869	7,676,341.2	39,516.6	12,135
New York	48	3,590,116	510,997	71,163,279	353,010	149,710
New Jersey	20	780,912	115,072	15,127,171	76,387.7	34,210
Pennsylvania	44	2,152,051	344,240	43,568,462.2	224,542.5	85,773
South Atlantic Division:						
Delaware	1	61,431	9,568	1,298,200	6,491	....
Maryland	4	465,479	56,937	9,016,943	45,904	....
District of Columbia	2	230,392	38,386	4,935,594	29,010	8,500
Virginia	9	221,965	28,770	3,995,847.4	21,446	8,929
West Virginia	3	53,038	9,512	1,290,826	6,763	1,325
North Carolina	5	62,544	....	....	....	....
South Carolina	3	78,915	9,292	1,507,112	7,921	3,957
Georgia	7	199,169	26,730	4,219,756	22,392	4,595
Florida	3	47,031	4,675	506,058	2,978	....
South Central Division:						
Kentucky	7	276,454	39,746	5,937,100	29,785	13,837
Tennessee	6	202,837	26,409	3,491,546.5	19,608.5	4,580
Alabama	4	89,139	9,213	....	....	....
Mississippi	3	34,098	6,214	734,972	4,140	1,260
Louisiana	3	264,496	25,881	2,793,330	17,736	17,669
Texas	11	225,346	31,391	3,482,893	19,487.7	5,694
Arkansas	4	56,223	9,944	1,099,496	7,307	2,501
Oklahoma	0	0	0	0	0	0
Indian Territory	0	0	0	0	0	0

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[1] In the preparation of this table omissions and deficiencies in the returns of individual cities were supplied from the best sources available. If no accurate information could be had in any particular case, an estimate based upon the ratios developed in the other cities of the same State was used unless it appeared that the conditions were essentially different in the city for which precise data were lacking.

Blanks indicate that the number of cities which reported the item was not sufficient to justify an estimate to supply the deficiency.

TABLE 1.—*Summary by States of population and school enrollment and attendance in cities containing over 8,000 inhabitants*—Continued.

States.	Number of school systems.	Total population (census of 1890.)	Enrollment in public day schools.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Enrollment in private and parochial schools (estimated).
1	2	3	4	5	6	7
North Central Division:						
Ohio	29	1,159,342	171,791	25,215,852	133,671.8	32,316
Indiana	18	400,566	64,268	8,622,018.4	46,719.5	19,861
Illinois	24	1,485,955	208,489	29,877,194	151,706.4	81,964
Michigan	22	546,005	87,280	12,276,180	62,162.1	28,555
Wisconsin	17	424,546	63,693	8,537,884	45,707	26,974
Minnesota	6	369,315	48,551	6,681,739	35,620	13,800
Iowa	13	269,230	48,813	6,183,890.5	33,567	10,007
Missouri	8	690,695	98,700	12,371,596	68,601	29,880
North Dakota	0	0	0	0	0	0
South Dakota	1	10,177	1,500	163,216.8	926.8	140
Nebraska	8	259,048	29,223	3,668,328	19,735	3,735
Kansas	9	165,879	32,307	4,109, 61	22,993	3,436
Western Division:						
Montana	2	24,557	4,439	805,072	2,771.6	737
Wyoming	1	11,690	1,199	141,342	800	200
Colorado	7	152,795	22,921	2,529,898	14,093	....
New Mexico	0	0	0	0	0	0
Arizona	0	0	0	0	0	0
Utah	2	59,732	9,044	1,104,746	5,923	2,586
Nevada	1	8,511	1,850	295,269	1,469	265
Idaho	0	0	0	0	0	0
Washington	3	98,765	12,893	1,627,110	8,487.3	....
Oregon	2	56,917	7,564	983,623	5,284.8	1,306
California	9	477,931	75,505	10,809,014	55,116	18,500

TABLE 2.—*Summary by States of supervising officers, teachers, property, and expenditures of school systems of cities containing over 8,000 inhabitants.*[1]

State.	Number of supervising officers.	Number of teachers.			Number of buildings.	Number of seats or sittings for study.	Value of all public property used for school purposes.	Expenditure for supervising and teaching.	Expenditure for all purposes except bonds and loans.
		Male.	Female.	Total.					
1	2	3	4	5	6	7	8	9	10
United States	2,463	3,874	48,557	52,431	6,478	2,396,674	184,507,058	33,266,128	56,936,447
North Atlantic Division	1,179	1,702	24,353	26,055	3,164	1,170,477	93,319,620	16,560,417	27,952,437
South Atlantic Division	110	411	3,462	3,873	460	180,727	8,577,207	2,147,475	3,278,942
South Central Division	172	299	2,287	2,586	359	122,353	7,803,089	1,523,392	2,210,881
North Central Division	848	1,239	16,095	17,334	2,119	804,638	60,731,816	10,845,838	19,114,726
Western Division	154	223	2,360	2,583	376	118,479	14,075,326	2,189,006	4,379,461
North Atlantic Division:									
Maine	26	37	510	547	183	22,724	955,483	221,233	346,667
New Hampshire	21	18	236	254	78	9,685	1,363,527	143,958	309,949
Vermont	2	7	81	88	16	2,793	185,000	36,301	79,644
Massachusetts	128	450	4,788	5,238	937	239,507	24,411,741	3,722,886	5,981,576
Rhode Island	31	43	616	659	122	28,769	2,087,500	417,550	733,365
Connecticut	52	84	1,122	1,206	176	53,444	4,412,024	718,289	1,293,309
New York	598	558	9,503	10,061	688	443,448	35,949,428	6,894,180	11,321,062
New Jersey	124	66	1,915	1,981	198	93,324	5,252,305	1,222,233	1,838,177
Pennsylvania	197	439	5,582	6,021	766	276,783	20,702,612	3,183,787	6,048,688
South Atlantic Division:									
Delaware	2	4	183	187	27	8,816	528,817	83,525	154,301
Maryland	15	130	1,252	1,382	120	62,406	2,797,500	762,980	1,137,475
District of Columbia	16	90	689	779	92	33,009	2,480,575	549,513	923,413

[1] In the preparation of this table omissions and deficiencies in the returns of individual cities were supplied from the best sources available. If no accurate information could be had in any particular case, an estimate based upon the ratios developed in the other cities of the same State was used unless it appeared that the conditions were essentially different in the city for which precise data were lacking.

Blanks indicate that the number of cities which reported the item was not sufficient to justify an estimate to supply the deficiency.

TABLE 2.—*Summary by States of supervising officers, teachers, property, and expenditures of school systems of cities containing over 8,000 inhabitants*—Continued.

State.	Number of supervising officers.	Number of teachers.			Number of buildings.	Number of seats or sittings for study.	Value of all public property used for school purposes.	Expenditure for supervising and teaching.	Expenditure for all purposes except bonds and loans.
		Male.	Female.	Total.					
1	2	3	4	5	6	7	8	9	10
South Atlantic Division—Continued.									
Virginia	29	61	429	490	72	24,872	765,162	237,930	310,206
West Virginia	11	10	179	189	25	8,200	434,825	93,525	151,355
North Carolina	......	......	......	......	......	......	......	......	......
South Carolina	9	12	140	152	16	8,742	220,000	77,391	96,463
Georgia	16	50	424	474	62	22,161	1,062,628	273,183	380,814
Florida	2	20	71	91	30	....	89,390	15,637	49,734
South Central Division:									
Kentucky	43	56	586	642	71	29,635	1,987,399	416,837	618,761
Tennessee	56	56	344	400	48	20,029	1,031,800	249,509	366,684
Alabama	......	......	......	......	18	......	......	......	......
Mississippi	4	5	81	86	11	6,365	133,600	35,383	44,419
Louisiana	5	36	481	517	69	22,595	....	233,030	265,830
Texas	43	103	478	581	114	26,793	1,879,790	387,056	565,676
Arkansas	10	21	128	149	28	7,711	....	89,325	131,104
Oklahoma	0	0	0	0	0	0	0	0	0
Indian Territory	0	0	0	0	0	0	0	0	0
North Central Division:									
Ohio	137	287	3,164	3,451	382	175,697	14,169,530	2,250,770	3,873,811
Indiana	60	125	1,154	1,279	179	60,052	3,901,526	715,279	1,194,459
Illinois	292	221	4,061	4,282	403	190,473	13,799,847	2,957,786	5,108,569
Michigan	95	99	1,718	1,817	253	84,063	5,621,503	959,037	1,832,439
Wisconsin	61	95	1,098	1,193	179	60,092	3,477,519	711,909	1,037,374
Minnesota	61	52	1,193	1,251	132	48,417	6,039,695	893,460	1,694,724
Iowa	55	77	953	1,030	150	44,986	3,465,950	540,455	1,053,871
Missouri	40	155	1,679	1,834	204	87,628	5,755,646	1,104,840	2,047,659
North Dakota	0	0	0	0	0	0	0	0	0
South Dakota	2	2	31	33	7	1,380	172,000	22,690	46,284
Nebraska	28	28	544	572	121	23,145	2,229,100	371,539	637,856
Kansas	17	98	494	592	109	28,705	2,099,500	318,073	587,680
Western division:									
Montana	6	4	81	85	20	4,500	825,000	70,871	159,962
Wyoming	1	1	23	24	3	850	118,000	19,070	26,581
Colorado	29	48	377	425	51	17,753	2,862,595	312,247	972,162
New Mexico	0	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	0	0	0	0	0
Utah	5	35	95	130	45	6,876	545,177	89,367	198,170
Nevada	3	3	28	31	7	....	71,650	28,793	41,655
Idaho	0	0	0	0	0	0	0	0	0
Washington	10	18	243	261	54	13,648	1,363,762	194,170	846,839
Oregon	10	12	124	136	15	6,200	602,750	96,431	195,924
California	90	102	1,389	1,491	181	67,520	7,686,392	1,378,057	1,938,168

List of cities containing over 8,000 inhabitants, concerning which no information is at hand.

City.	State.	City.	State.
Anniston	Alabama.	Baton Rouge	Louisiana.
Pine Bluff	Arkansas.	Cumberland	Maryland.
Alameda	California.	Manistee	Michigan.
Fresno	Do.	Corning	New York
Leadville	Colorado.	New Brighton	Do.
Jacksonville	Florida.	Raleigh	North Carolina.
Brunswick	Georgia.	Wilmington	Do:
Alton	Illinois.	Watertown	Wisconsin.
Madison	Indiana.		

CHAPTER XXI.

SECONDARY SCHOOLS.

A.—Public high schools. B.—Private academies, seminaries, etc.

For the purpose of comparison and study of the movements in secondary institutions in the United States, the two great classes of (1) public high schools and (2) private academies, seminaries, and institutions of like grade have been reported in the same way, as far as was possible. Assuming that the studies pursued were of the same general character in each, the same inquiries were made and the replies collected in the two sets of tables, each class separately, but upon the same general plan.

In the last report (1889-'90) for the first time an attempt was made by the Bureau to collect complete statistics of the public high schools, union schools, and high school departments of public schools in this country, so far as the lists of such schools could be secured in the short period allotted. Of necessity, these lists were somewhat incomplete, but often by considerable correspondence detailed returns more or less complete were received from 2,526 high schools for that year. For the purpose above stated and to show a more exact condition of the schools as to management, scholarship, and actual results, it became necessary to arrange for securing more accurate information from all secondary schools, public and private, as to the number of teachers giving secondary instruction and the number of students pursuing only secondary studies in these schools. This plan required the elimination from the teaching force of all elementary teachers, or those giving instruction solely in grades below the secondary, and also necessitated the exclusion from the number of students of all those who were not pursuing secondary studies. As was expected, the first effort to secure accurate data upon all these points was not only difficult, but almost impossible to accomplish in one year. Hence, while the statistics reported were given as fully as possible for 1889-'90, they were not considered as sufficiently accurate for discussion or comparison with other years, even if the data for former years had been obtainable, as they were not in the case of public high schools. For these reasons the statistics alone were printed last year, yet these by a careful study show many interesting results, imperfect as they are, like all data collected for the first time.

This year the inquiries sent out were more perfectly understood, and the returns made approximated more closely to the exact conditions of the various institutions reporting. The fact that many union schools, and some high schools, both public and private, contain students in the elementary grade, and as the line of demarcation between elementary and secondary instruction varies somewhat in different States, and often in different schools of the same State, although nominally of the same grade, it becomes quite a difficult question to decide which students in some high schools belong to the one class or the other.

To secure uniformity in the returns from so many different schools where there were differences in regard to the classification of students as belonging to the secondary grade, it became necessary to adopt some plan to define, as far as possible, the status of the students in a school by the reports made in each case, and the principal was asked to classify the students into secondary and elementary, if there were any of the latter class, and to place the number of elementary students in a separate column apart from the secondary students in the report from the school.

In addition to this method of showing the grade of students in the school, another plan was adopted to secure uniformity by having a report of the number of students pursuing certain studies, generally accepted as secondary studies. For this purpose a list of thirteen studies, with spaces for additional ones of like grade, was placed on the form of inquiry sent out and reports asked as to the number of students pursuing each of these studies named. These studies were Latin, Greek, French, German, algebra, geometry, trigonometry, physics, chemistry, history (other than the

United States), rhetoric, English literature, and geology. It is of course admitted that these studies, selected to indicate in a general way the secondary grade, do not include all that might have been chosen, but as they are studies usually found in all secondary schools they may be taken as fairly representative of all institutions.

This method shows approximately not only the standard of the school in certain studies and classes of studies, but gives a very interesting collection of statistics for comparison as to the curricula of secondary schools, in different sections of the country, as to what classes of studies have the ascendancy, and also furnishes ground for comparing the standards of the public and private schools of this grade. These data of studies will also in time indicate the changes going on in the various individual schools, and also show the general changes in States and larger geographical divisions, if the curriculum may be considered a standard of comparison, other things being equal. In the year 1889-'90 reports were received from 2,526 public high schools, with 9,120 teachers and 202,963 students. In 1890-'91, 2,773 schools reported, with 8,270 teachers and 211,598 students. In 1889-'90 the private secondary schools were reported as 1,632, with 7,209 teachers and 94,931 students. In 1890-'91 of this class there were reported 1,773 schools, with 6,231 teachers and 98,400 students.

An apparent discrepancy arises in the number of teachers in both the public and private schools, owing in some measure to the imperfect nature of the returns for 1889-'90 in both classes of schools. In the first attempt to separate the teachers who taught other than secondary studies from the entire teaching force and give only those who were in fact secondary teachers, it was expected that some errors would arise. In many schools some teachers teach in both grades; hence the difficulty of making complete returns, but in 1890-'91 the report given probably approximates more nearly to the exact number. It should be noted that the apparent decrease in the number of teachers in both classes of schools is about the same.

As to the students it is also doubtless true that some below the standard of secondary schools were included in 1889-'90 which are eliminated in the next return for 1890-'91, and hence the increase of secondary students does not appear so great as it really is.

How nearly complete the return of the number of these schools of both classes is not certainly known, though persistent efforts have been made to reach every school. Quite a number of them have not yet been reported, because the work on the part of the schools is entirely voluntary, and often the changes in principals, absence, and other causes make it difficult to secure replies in time from many schools, both public and private. It is well known that some of the State superintendents in their returns to this Bureau report quite differently from the numbers given in these tables, some giving less, but most of them a greater percentage especially of scholars.

The probability would seem to be from all the returns given that the reports made by the States as a whole are too large, while those collected upon returns direct from the schools are somewhat too small, and the true number is to be found somewhere between the two extremes and can only be determined by returns made for a series of years.

Another apparent discrepancy appears in the Extra Census Bulletin No. 11, October 7, 1891, which gives the returns of secondary students for July 1, 1891, in public schools, 277,049, and in private schools, 277,241. These figures increase the number of students in public high schools by 65,451, or one-third; and in private secondary schools, the increase is 182,310, over three times as great, or 82 per cent more than the reports made to the Bureau show for the same year. A portion of this difference may be explained by the fact that probably quite a portion of those included in these figures are elementary students and not separated as in the reports made to this Bureau.

The simple statement of these varying results shows how difficult it is to get definite data and how careful it is necessary to be in predicating results upon these figures.

While it is true that the returns given in the tables of statistics published by the Bureau are far from complete, it is equally true that what data has been received is fairly reliable, and for comparison as to the character of the institutions by their studies and of the two classes of public and private institutions with each other the data are sufficient. If even only one-half of the institutions of each class were fairly reported the comparison would be good.

That certain changes are going on in these two classes of schools is quite evident, but it requires statistics for a series of years to make definite statements as to the extent of these changes, for a special cause might operate for a single year. The rapid growth of the system of public high schools seems well indicated, and probably this result has its influence in absorbing many of the private institutions of the same grade; and hence it is probable that in some States the number of the public institutions will increase and the private ones decrease.

The changes in the number of students in these institutions seems not so great, for the thorough courses of study in many private institutions as preparatory for college, and the lack of these facilities in some public high schools, simply on account of being newly established, keep students where it is supposed they can secure special advantages for their future work. The prevailing idea in some localities that the public high schools should not prepare for college may also have its influence to some extent. At any rate, at the present time the private institutions still do a large proportion of the preparatory work, and it is equally true that as far as the public schools accept this function as part of their work they will more and more take their position as being next to the college in the educational system.

SUMMARIES OF STATISTICS, 1890-'91.

The following tables of summaries are so arranged that the public and private schools may be compared as far as possible, the same table in each case following in order, the public schools first. On this plan the general statistics are given by geographical divisions and by States and Territories. Table I gives the number of schools, instructors, and students for public high schools.

This table shows that over one-half of the whole number of public high schools reported are in the North Central Division, 1,448 out of 2,273; and out of 8,270 instructors this same division has 4,075, almost one-half. Of the 211,596 students 104,290, about the same proportion, are found in the great Northwest, showing that in this section the public high school has had a rapid growth. The North Atlantic Division follows closely with 845 schools, 2,091 instructors, and 77,850 students. The South Atlantic and South Central Divisions are nearly the same as to the number of instructors and students, the South Central having a larger number of schools, but smaller in size. The Western Division, though smallest in numbers, has shown rapid growth, the increase in the number of students being about 20 per cent over the last year, and a large percentage, also, in the number of schools and instructors. The other items of this table are further discussed in connection with the diagrams following the next table.

INSTRUCTORS AND STUDENTS IN PRIVATE ACADEMIES, ETC.

Arranged on the same plan follows the summary of statistics of the private academies, etc., as to schools, instructors, and students.

State or Territory.	Number of schools.	Instructors, secondary.			Students.															Total number of graduates in 1891.
					Secondary.			Colored (included).			Preparing for college.						College preparatory students graduating in 1891.			
											Classical course.			Scientific course.						
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	2,773	3,745	4,525	8,270	85,219	126,379	211,596	1,641	2,539	4,180	6,773	6,015	12,788	6,465	5,805	12,270	3,404	3,872	7,276	25,459
North Atlantic Division	845	1,192	1,709	2,901	32,881	44,969	77,850	333	487	820	3,291	2,310	5,601	2,202	1,161	3,363	1,209	935	2,144	10,147
South Atlantic Division	166	210	265	475	3,964	6,216	10,180	144	390	534	490	396	886	179	104	283	158	201	359	1,845
South Central Division	197	234	218	452	4,205	6,236	10,441	145	275	420	487	512	999	295	250	545	120	180	300	979
North Central Division	1,448	1,948	2,127	4,075	40,678	63,612	104,290	957	1,328	2,285	2,303	2,604	4,907	3,338	3,757	7,095	1,722	2,274	3,996	12,935
Western Division	117	161	206	367	3,491	5,346	8,835	62	59	121	202	193	395	451	533	984	195	282	477	1,053
North Atlantic Division:																				
Maine	96	106	120	226	2,552	3,317	5,869	2	3	5	359	229	588	148	92	240	100	65	165	206
New Hampshire	36	34	48	82	981	1,273	2,254	......	......	......	99	95	194	83	45	128	38	39	77	426
Vermont	38	23	54	87	710	947	1,657	6	2	8	95	49	144	95	110	205	29	24	53	241
Massachusetts	187	279	340	619	8,109	11,358	19,467	22	57	79	989	972	1,961	487	107	594	240	229	469	2,962
Rhode Island	10	25	33	58	608	917	1,525	4	6	10	189	68	257	11	11	22	43	23	66	191
Connecticut	48	69	114	183	1,942	2,728	4,670	13	23	36	233	104	337	194	24	218	129	90	219	574
New York	226	355	605	960	11,926	13,842	25,768	159	227	386	1,053	669	1,722	895	557	1,452	398	278	676	2,774
New Jersey	43	56	113	169	1,514	2,709	4,223	19	22	41	70	42	112	162	162	324	69	64	133	633
Pennsylvania	161	235	282	517	4,539	7,878	12,417	108	147	255	204	82	286	127	53	180	163	123	286	2,140
South Atlantic Division:																				
Delaware	9	10	16	26	301	280	581	......	......	......	6	3	9	5	15	20	8	12	20	78
Maryland	31	33	24	57	596	659	1,255	......	......	......	37	32	69	6	3	9	17	26	43	85
District of Columbia	2	21	31	52	431	934	1,365	70	280	350	36	20	56	18	......	18	20	12	32	387
Virginia	48	49	57	106	853	1,269	2,122	14	48	62	126	128	254	40	32	72	27	18	45	178
West Virginia	4	3	22	25	184	298	482	12	8	20	5	2	7	2	......	2	1	......	1	73
North Carolina	10	14	13	27	198	312	510	30	40	70	31	40	71	27	38	65	32	39	71	112
South Carolina	13	15	24	39	153	516	669	10	12	22	87	86	73	3	......	3	7	18	25	57
Georgia	29	34	57	91	826	1,504	2,330	......	......	......	163	96	259	61	6	67	39	70	109	323
Florida	20	31	21	52	422	444	866	8	2	10	49	39	88	17	10	27	7	6	13	52
South Central Division:																				
Kentucky	38	42	33	75	1,057	1,540	2,597	41	114	155	66	73	139	45	40	85	27	40	67	255
Tennessee	24	28	29	57	401	612	1,013	......	......	......	47	67	114	70	61	131	16	16	32	136
Alabama	17	18	18	36	305	388	693	......	......	......	38	20	58	15	7	22	19	12	31	71
Mississippi	14	14	17	31	267	294	561	......	......	......	51	32	83	16	......	16	13	22	35	51

Louisiana	5	8	11	19	267	511	778	......	......	......	......	......	......	......	......	......	......	......	......	151
Texas	78	101	87	188	1,436	2,257	3,693	89	120	209	256	268	524	107	105	212	33	61	94	235
Arkansas	21	23	23	46	472	634	1,106	15	41	56	29	52	81	42	37	70	12	29	41	80
Oklahoma	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
Indian Territory	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
North Central Division:																				
Ohio	304	410	433	843	8,291	12,233	20,524	265	343	608	494	393	887	623	718	1,341	322	338	660	2,935
Indiana	117	193	144	337	3,351	5,209	8,560	121	189	310	163	162	325	166	248	414	129	245	374	1,086
Illinois	208	314	347	661	6,199	11,573	17,772	108	167	275	268	266	534	337	407	744	196	220	416	1,998
Michigan	153	189	273	462	5,063	7,078	12,141	54	70	124	184	206	390	673	556	1,229	238	332	570	954
Wisconsin	132	155	167	322	3,158	4,480	7,638	9	9	18	158	220	378	180	197	377	128	125	253	832
Minnesota	76	106	168	274	2,208	3,493	5,701	10	18	28	156	150	306	423	467	890	133	177	310	959
Iowa	180	206	290	496	5,020	7,763	12,783	73	08	171	216	409	625	208	272	480	210	335	545	1,750
Missouri	73	123	99	222	2,594	4,649	7,243	133	221	354	204	249	453	306	321	627	104	155	259	822
North Dakota	3	3	5	8	58	81	139	......	......	......	7	7	14	9	7	16	4	11	15	21
South Dakota	10	7	13	20	136	225	361	3	3	6	30	36	66	7	23	30	5	6	11	261
Nebraska	88	105	97	202	2,001	2,975	4,976	18	32	50	216	252	468	143	194	337	107	140	247	590
Kansas	104	137	91	228	2,509	3,853	6,362	163	178	341	207	254	461	263	347	610	146	190	336	721
Western Division:																				
Montana	9	8	8	16	106	199	305	......	......	......	9	9	18	......	......	......	2	......	2	10
Wyoming	2	2	3	5	41	59	100	6	10	16	......	......	......	......	......	......	8	8	16	18
Colorado	25	41	50	91	746	1,124	1,870	22	10	32	90	49	139	86	69	155	33	31	64	196
New Mexico	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
Arizona	3	3	1	4	19	43	62	......	......	......	......	......	......	5	2	7	1	6	7	21
Utah	1	1	1	2	14	27	41	......	......	......	......	......	......	......	......	......	......	......	......	......
Nevada	11	8	10	18	154	289	443	......	1	1	5	7	12	22	48	70	4	7	11	57
Idaho	5	5	3	8	102	94	196	5	3	8	7	6	13	5	3	8	4	5	9	15
Washington	11	11	25	36	291	402	693	......	......	......	11	9	20	12	6	18	7	3	10	48
Oregon	9	12	9	21	206	360	566	......	1	1	3	......	3	6	8	14	7	2	9	51
California	41	70	96	160	1,812	2,747	4,559	29	34	63	77	113	190	315	397	713	129	220	349	637

TABLE II.—*Summary of statistics of endowed academies, seminaries, and other private secondary schools for 1890-91.*

SCHOOLS, INSTRUCTORS, AND STUDENTS.

State or Territory.	Number of schools.	Instructors, secondary.			Students.															Total number of graduates in 1890-91.
					Secondary.			Colored (included).			Preparing for college.						College preparatory students graduating in 1891.			
											Classical course.			Scientific course.						
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	1,714	3,041	3,190	6,231	50,160	48,240	98,400	784	665	1,449	9,657	3,748	13,405	5,288	2,214	7,502	2,925	1,437	4,362	7,108
North Atlantic Division	531	1,244	1,298	2,542	19,305	16,830	36,135	44	15	59	4,601	960	5,561	2,768	540	3,308	1,536	427	1,963	3,458
South Atlantic Division	363	549	484	1,033	9,232	7,705	16,937	481	408	889	1,897	990	2,887	459	233	692	430	232	662	911
South Central Division	380	468	538	1,006	8,510	9,880	18,390	148	154	302	1,470	1,036	2,506	900	671	1,571	380	341	621	787
North Central Division	305	579	664	1,243	10,667	10,813	21,480	103	83	186	1,217	558	1,775	866	580	1,446	407	302	709	1,594
Western Division	135	201	206	407	2,446	3,012	5,458	8	5	13	472	204	676	295	190	485	172	135	307	358
North Atlantic Division:																				
Maine	25	40	53	93	1,009	992	2,001	2	2	4	286	74	360	46	18	64	82	19	101	298
New Hampshire	25	72	49	121	1,225	699	1,924	6	3	9	346	41	387	117	41	158	87	16	103	248
Vermont	22	42	54	96	1,030	1,121	2,151	0	0	0	251	84	335	75	58	133	62	32	94	238
Massachusetts	75	170	211	381	2,667	2,433	5,100	12	3	15	906	165	1,071	480	62	542	196	88	284	548
Rhode Island	5	16	14	30	320	90	410	0	0	0	61	2	63	31	0	31	10	2	12	18
Connecticut	40	61	66	127	837	739	1,576	5	0	5	147	50	197	104	18	122	58	21	79	131
New York	183	441	498	939	6,050	6,196	12,246	18	4	22	1,382	304	1,686	885	179	1,064	468	148	616	1,089
New Jersey	51	134	118	252	2,106	1,274	3,380	1	0	1	611	69	680	460	32	492	262	30	292	215
Pennsylvania	105	268	235	503	4,061	3,286	7,347	0	3	3	611	171	782	570	132	702	311	71	382	673
South Atlantic Division:																				
Delaware	5	10	11	21	132	165	297	0	0	0	14	5	19	6	0	6	6	4	10	20
Maryland	31	88	53	141	922	777	1,699	4	0	4	145	113	258	18	0	18	60	13	73	125
District of Columbia	11	38	17	55	516	193	709	0	0	0	94	0	94	37	2	39	34	2	36	41
Virginia	63	99	95	194	1,748	1,333	3,081	160	25	185	489	115	604	86	45	131	74	17	91	116
West Virginia	2	5	10	15	0	200	200	0	0	0	25	20	45	0	0	0	2	1	3	3
North Carolina	106	146	116	262	2,896	1,881	4,777	123	130	253	488	194	682	148	77	225	65	25	90	119
South Carolina	40	51	47	98	969	823	1,792	136	124	260	188	142	330	36	5	41	47	54	101	151
Georgia	94	105	117	222	1,983	2,145	4,128	35	109	144	439	396	835	121	95	216	136	116	252	326
Florida	11	7	18	25	66	188	254	23	20	43	15	5	20	7	9	16	6	0	6	10

South Central Division:																				
Kentucky	57	68	90	158	1,209	1,400	2,609	0	0	0	174	61	235	111	64	175	57	86	93	186
Tennessee	96	119	127	246	2,272	2,376	4,648	0	0	0	396	214	610	219	129	348	91	68	159	240
Alabama	53	66	57	123	1,310	1,253	2,563	29	26	55	195	145	340	130	60	190	30	51	81	72
Mississippi	54	68	63	131	1,073	1,170	2,243	63	76	139	220	198	418	132	127	259	67	55	122	121
Louisiana	30	32	61	93	524	784	1,308	10	18	28	71	42	113	20	15	35	33	17	50	76
Texas	60	93	106	199	1,692	2,429	4,121	46	34	80	346	319	665	239	231	470	97	107	204	124
Arkansas	21	13	18	31	301	339	640	0	0	0	67	54	121	41	42	83	2	3	5	9
Indian Territory	9	9	16	25	129	129	258	0	0	0	1	3	4	8	3	11	3	4	7	9
North Central Division:																				
Ohio	52	149	121	270	3,465	2,473	5,938	3	1	4	312	144	456	174	74	248	102	36	138	466
Indiana	18	25	44	69	311	644	955	0	1	1	23	9	32	6	4	10	14	13	27	58
Illinois	47	86	127	213	1,469	2,148	3,617	0	0	0	128	141	269	118	130	248	56	53	109	262
Michigan	15	22	48	70	399	553	952	0	0	0	41	12	53	118	72	190	21	16	37	86
Wisconsin	22	51	28	79	778	334	1,112	0	1	1	233	3	236	52	7	59	26	17	43	78
Minnesota	18	31	33	64	664	537	1,201	0	0	0	45	24	69	69	35	104	24	22	46	118
Iowa	32	51	60	111	1,102	998	2.100	69	58	127	118	38	156	100	82	182	46	45	91	158
Missouri	64	110	137	247	1,791	2,195	3,986	29	21	50	189	114	303	124	115	239	69	58	127	226
North Dakota	3	4	6	10	33	58	91	0	0	0	13	5	18	13	8	21	0	0	0	3
South Dakota	5	7	7	14	94	131	225	0	0	0	31	14	45	16	0	16	12	4	16	23
Nebraska	13	16	35	51	213	403	616	0	0	0	38	18	56	29	25	54	20	15	35	60
Kansas	16	27	18	45	348	339	687	2	1	3	46	36	82	47	28	75	17	23	40	61
Western Division:																				
Montana	6	2	10	12	39	107	146	1	0	1	2	2	4	0	8	8	0	11	11	5
Wyoming	1	0	3	3	0	50	50	0	0	0	0	0	0	0	0	0	0	4	4	4
Colorado	10	26	15	41	257	220	477	0	0	0	82	55	137	26	17	43	20	18	38	7
New Mexico	8	9	8	17	191	81	272	5	5	10	8	1	9	21	12	33	5	2	7	14
Utah	17	27	17	44	407	363	770	0	0	0	31	4	35	16	3	19	33	37	70	136
Nevada	1	0	4	4	0	40	40	0	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	1	2	3	5	34	21	55	0	0	0	0	0	0	0	0	0	7	6	13	21
Washington	18	28	27	55	327	464	791	0	0	0	94	29	123	67	47	114	12	15	27	33
Oregon	17	29	26	55	307	451	848	0	0	0	32	11	43	53	55	108	18	9	27	56
California	56	78	93	171	794	1,215	2,009	2	0	2	223	102	325	112	48	160	77	33	110	82

The foregoing table follows the same plan in regard to private schools as the preceding one for public schools. Of the 1,714 schools, 531 are in the North Atlantic, 363 in the South Atlantic, 380 in the South Central, 305 in the North Central, and 135 in the Western Division. It will be noticed that these private schools are much more evenly distributed over the country than the public schools. Of the 6,231 instructors 2,542, or 41 per cent, are in the North Atlantic Division, and of the 98,400 students 36,135, or nearly 37 per cent, are in this same division. The North Central Division, though not having as many schools as either the South Atlantic or the South Central, has more instructors and students than either of the other two. A study of this table shows that in this class of schools the teaching force is to the number of students in a ratio of 1 to 16 in the country taken together, while in the North Atlantic it is 1 to 14, in the South Atlantic 1 to 17, in the South Central 1 to 18, in the North Central 1 to 17½, and in the Western Division 1 to 13½.

In connection with the general summaries in the foregoing tables, it has been thought best to give certain comparisons between the two classes of public and private schools, by means of diagrams, in addition to the figures, and several of these are made by geographical divisions like the summaries.

DIAGRAM 1.—*Comparison of public high schools and private academies, seminaries, etc.—Number and percentage of schools, instructors, students, graduates, etc.*

	Public high schools.	Private academies, etc.	Total.
Schools	2,773	1,714	4,487
Instructors	8,270	6,231	14,501
Students	211,596	98,400	309,996
Preparing for college:			
Classical course	12,788	13,405	26,193
Scientific course	12,270	7,502	19,772
In graduating class, both courses	7,276	4,362	11,638
Graduates	25,459	7,108	32,567

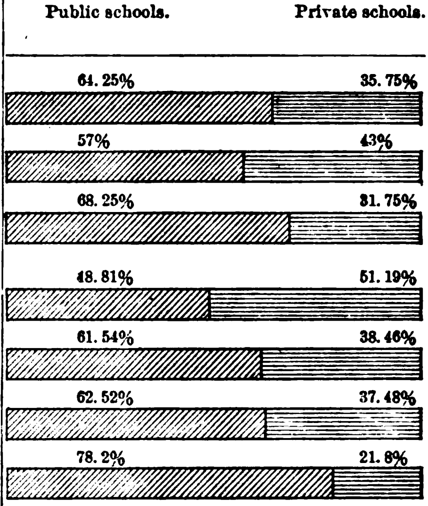


Diagram 1 shows in a general way the proportion of public and private secondary schools to each other, and the relative percentage of instructors, students, number preparing for college, in both classical and scientific courses, the number of graduates, and the number in the graduating class preparing for college. From this it is seen that the public high schools are 64.25 per cent of the total number, and have 57 per cent of the instructors, 68.25 per cent of the students, and 78.2 per cent of the graduates. Of those preparing for college in the classical course the public schools have only 48.81 per cent, or less than the private schools, although the private schools have not quite half as many students in them. In the scientific course the public schools have 61.54 per cent. Of those preparing for college in the graduating class, both courses, 62.52 per cent were in the public schools. One thing is specially noticeable, that the private schools furnish considerably more than their proportion of students preparing for college in the classical course (more than one-half of all), and over 38 per cent of those in the scientific course. While it is true that not all the schools of either class are reported, yet it is believed that the comparisons may be taken as fairly showing the relation of the two classes of schools to each other. The general statistics are more fully shown in the summary tables of each class, and the details as to each school are given in Part III of the report.

The great interest in the question as to whether the secondary schools are doing their full part in preparing students for college suggested the preparation of the following diagram, showing the number of students preparing for college in both the classical and scientific courses, and the proportion to the total number of students in the schools. Part I gives the ratio for public high schools, and Part II for private academies.

DIAGRAM 2.—PART I.—*Number of students preparing for college and proportion to whole number of students in the schools.*

A.—PUBLIC HIGH SCHOOLS.

	Total number of students.	Number of students preparing for college.		
		Classical course.	Scientific course.	
United States	211,596	12,788		6.04%
			12,270	5.8%
North Atlantic Division	77,850	5,601		7.19%
			3,363	4.32%
South Atlantic Division	10,180	886		8.7%
			283	2.79%
South Central Division	10,441	979		9.38%
			545	5.22%
North Central Division	104,290	4,907		4.71%
			7,095	6.76%
Western Division	8,835	395		4.47%
			984	11.14%

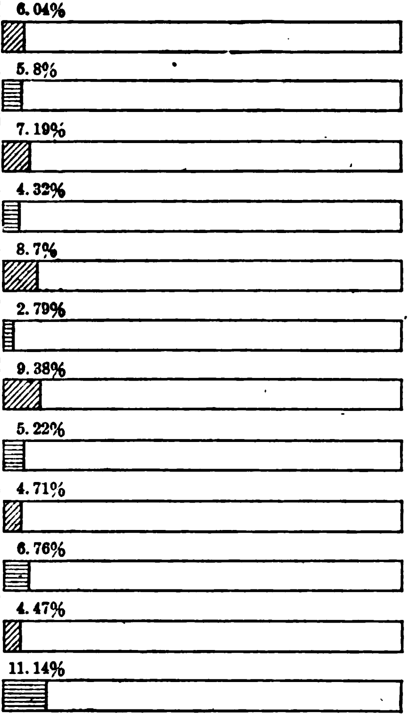
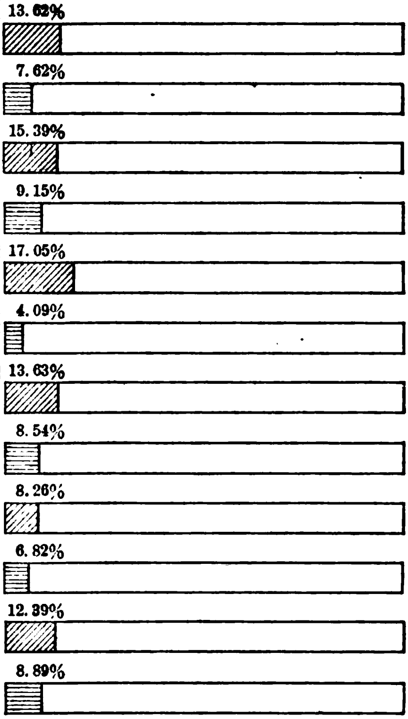


DIAGRAM 2.—PART II.—*Number of students preparing for college and proportion to whole number of students in the schools.*

B.—PRIVATE ACADEMIES, SEMINARIES, ETC.

	Total number of students.	Number of students preparing for college.		
		Classical course.	Scientific course.	
United States	98,400	13,405		13.62%
			7,502	7.62%
North Atlantic Division	36,135	5,561		15.39%
			3,308	9.15%
South Atlantic Division	16,937	2,887		17.05%
			692	4.09%
South Central Division	18,390	2,506		13.63%
			1,571	8.54%
North Central Division	21,480	1,775		8.26%
			1,446	6.82%
Western Division	5,458	676		12.39%
			485	8.89%



It is interesting to note that in the public high schools over 12 per cent of the total number of students are preparing for college and that the numbers are almost evenly divided between the two courses in the country, taken as a whole. In the North Atlantic, South Atlantic, and South Central Divisions the greater number is in the classical course, the South Central Division having the greatest ratio, while in the North Central and Western Divisions the scientific course predominates, especially in the last, which has nearly three times as many in the scientific as in the classical course.

In the private academies it is found that in the country, as a whole, of over 21 per cent preparing for college almost two-thirds of them are in the classical course, and in every division the greater number take this course, the highest ratio, over 17 per cent, being in the South Atlantic Division; the lowest, 8.26 per cent, being in the North Central Division. In the scientific course the greatest proportion is in the North Atlantic Division, 9.15 per cent, and the lowest in the South Atlantic Division, 4.09 per cent.

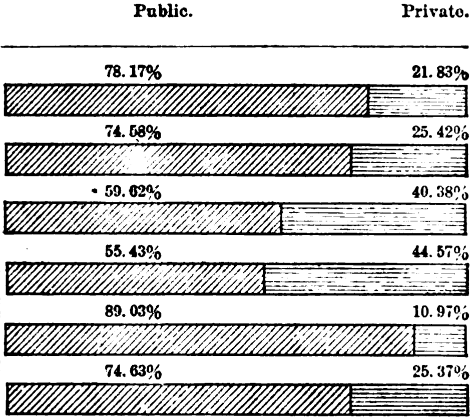
Of the 20,907 students preparing for college, both courses, in private institutions, 8,869, or about 42.5 per cent, are found in the North Atlantic Division alone, while of the 25,058 students preparing for college in the public high schools, 12,002, or 48 per cent, are in the North Central Division—that is, the North Atlantic States have the largest percentage of preparatory students in the private schools and the Northwestern State the largest percentage in the public high schools.

GRADUATES.

Another subject of interest is the number and proportion of graduates from secondary schools. The following diagram (3) shows this for both classes of schools and the percentage of each to the other:

DIAGRAM 3.—*Number of graduates in 1891, with proportion in each class of schools, by geographical divisions.*

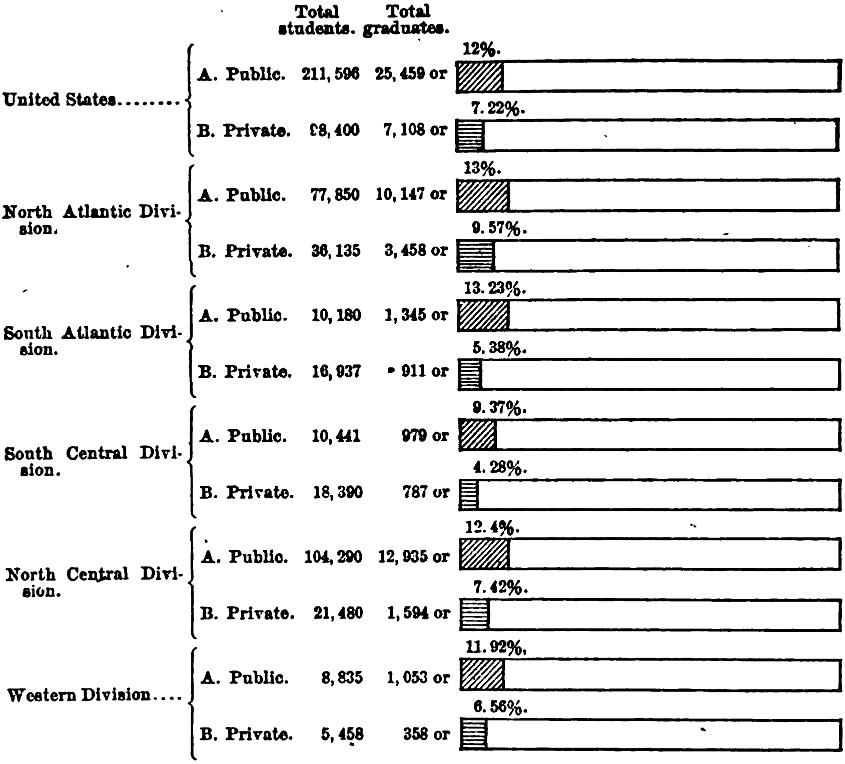
	Public high schools.	Private academies, etc.
United States	25,459	7,108
North Atlantic Division	10,147	3,458
South Atlantic Division	1,345	911
South Central Division	979	787
North Central Division	12,933	1,594
Western Division	1,053	358



From this it appears that of the 32,567 graduates in 1891, from both the public high schools and private academies, 25,459, or over 78 per cent, came from the public schools, and only about 22 per cent from the private institutions. Of the graduates from the public schools, the North Central Division furnished 12,933, or over one-half, and of those from the private schools the North Atlantic Division had 3,458, or nearly one-half of all from that class of schools. The question of the proportion of students who complete the course of study in secondary schools is so important that statistics as to the number have been collected, and in addition to the tables diagram 4 has been prepared.

DIAGRAM 4.—*Proportion of graduates to total number of students in each class of schools.*

[A. Public high schools. B. Private academies, seminaries, etc.]



		Total students.	Total graduates.	
United States	A. Public.	211,596	25,459 or	12%.
	B. Private.	98,400	7,108 or	7.22%.
North Atlantic Division.	A. Public.	77,850	10,147 or	13%.
	B. Private.	36,135	3,458 or	9.57%.
South Atlantic Division.	A. Public.	10,180	1,345 or	13.23%.
	B. Private.	16,937	911 or	5.38%.
South Central Division.	A. Public.	10,441	979 or	9.37%.
	B. Private.	18,390	787 or	4.28%.
North Central Division.	A. Public.	104,290	12,935 or	12.4%.
	B. Private.	21,480	1,594 or	7.42%.
Western Division	A. Public.	8,835	1,053 or	11.92%,
	B. Private.	5,458	358 or	6.56%.

This diagram shows that in the United States the public high schools graduated 12 per cent. of all the students in attendance during the year, and the private academies 7.22 per cent. In the public schools the Southern Atlantic Division had 13.23 per cent, the highest ratio, while the South Central Division had the lowest, or 9.37 per cent. of graduates. In the private schools, the greatest ratio was in the North Atlantic Division, 9.57 per cent of the total number, while the smallest proportion is found in the South Central Division, 4.28 per cent. Of course these figures do not always give the exact statement of the relative standards of the schools because the conditions and requirements for graduation both as to length of time and amount of study vary greatly in the different portions of the country as well as in the different schools. These statistics, however, may, with other data, aid in finding the comparative growth of the institutions as to numbers and scholarship, especially when the questions of courses of study are taken into consideration.

STUDIES IN SECONDARY SCHOOLS.

As already stated, the plan of collecting data relating to the principal studies pursued in the schools has been continued and tables of summaries made. Table III following gives the number of students pursuing the studies named in the public high schools:

TABLE III.—*Summary of the number of students in each branch of study in public high schools.*

State or Territory.	Latin.			Greek.			French.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	5	6	7	8	9	10
United States	31,695	55,311	87,006	4,274	2,210	6,484	4,113	7,910	12,023
North Atlantic Division	11,860	17,158	29,018	2,944	1,540	4,484	3,631	5,334	8,965
South Atlantic Division	2,265	4,050	6,815	276	64	340	86	803	889
South Central Division	2,037	3,083	5,120	201	19	220	2	195	197
North Central Division	14,180	29,405	43,585	730	506	1,236	334	1,401	1,735
Western Division	1,353	1,615	2,968	123	81	204	60	177	237
North Atlantic Division:									
Maine	1,018	1,420	2,438	303	171	474	188	389	577
New Hampshire	517	708	1,225	83	89	172	160	238	398
Vermont	261	414	675	66	33	99	77	103	180
Massachusetts	3,188	5,856	9,044	1,046	675	1,721	2,325	3,398	5,723
Rhode Island	387	500	887	108	58	166	124	186	310
Connecticut	974	1,220	2,194	228	94	322	131	291	422
New York	2,815	3,724	6,539	620	338	958	344	526	870
New Jersey	420	690	1,110	109	47	156	59	111	170
Pennsylvania	2,270	2,626	4,896	381	35	416	223	92	315
South Atlantic Division:									
Delaware	101	221	322	......	......	......	......	......	......
Maryland	285	312	597	34	22	56	33	44	77
District of Columbia	283	571	854	10	......	10	......	......	......
Virginia	581	1,063	1,644	8	4	12	24	128	152
West Virginia	29	50	79	......	......	......	......	......	......
North Carolina	155	238	393	......	......	......	5	7	12
South Carolina	98	217	315	8	......	8	1	125	126
Georgia	547	1,147	1,694	167	25	192	6	436	142
Florida	186	231	417	49	13	62	17	63	80
South Central Division:									
Kentucky	578	861	1,439	127	4	131	1	8	9
Tennessee	150	292	442	......	......	......	......	......	......
Alabama	180	204	384	44	1	45	1	......	1
Mississippi	113	161	274	20	9	29	......	......	......
Louisiana	256	303	559	......	......	......	......	186	186
Texas	640	1,047	1,687	10	5	15	......	1	1
Arkansas	120	216	336	......	......	......	......	......	......
Oklahoma	......	......	......	......	......	......	......	......	......
Indian Territory	......	......	......	......	......	......	......	......	......
North Central Division:									
Ohio	3,742	5,856	9,598	246	165	411	41	215	256
Indiana	1,455	2,375	3,830	11	7	18	......	4	4
Illinois	2,421	9,858	12,279	154	102	256	98	501	599
Michigan	1,046	1,737	2,783	71	80	151	33	170	203
Wisconsin	736	1,162	1,898	31	26	57	21	42	63
Minnesota	1,181	1,680	2,861	92	47	139	101	219	320
Iowa	1,107	2,132	3,239	6	6	12	6	28	34
Missouri	946	2,028	2,974	63	36	99	29	204	233
North Dakota	50	70	120	......	......	......	......	......	......
South Dakota	67	89	156	......	......	......	......	4	4
Nebraska	548	970	1,518	35	20	55	......	......	......
Kansas	881	1,448	2,329	21	17	38	5	15	20
Western Division:									
Montana	29	86	115	3	......	3	......	1	1
Wyoming	14	20	34	......	......	......	......	......	......
Colorado	357	442	799	48	20	68	40	98	138
New Mexico	......	......	......	......	......	......	......	......	......
Arizona	8	20	28	......	......	......	......	......	......
Utah	......	......	......	......	......	......	......	......	......
Nevada	15	32	47	......	......	......	......	......	......
Idaho	8	16	24	......	......	......	......	......	......
Washington	79	169	248	......	......	......	......	......	......
Oregon	53	50	103	......	......	......	......	......	......
California	790	1,180	1,970	72	61	133	20	79	99

TABLE III.—*Summary of the number of students in each branch of study in public high schools*—Continued.

State or Territory.	German.			Algebra.			Geometry.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	11	12	13	14	15	16	17	18	19
United States	18,590	15,093	33,683	43,285	67,111	110,396	22,715	29,411	52,136
North Atlantic Division	13,509	5,197	18,706	15,598	18,458	34,056	10,411	10,078	20,489
South Atlantic Division	375	778	1,153	2,530	4,285	6,815	1,197	1,853	3,050
South Central Division	329	1,312	1,641	2,948	4,363	7,311	1,188	2,145	3,333
North Central Division	4,159	7,291	11,450	20,911	36,997	57,908	8,665	13,489	22,154
Western Division	218	515	733	2,198	3,008	5,206	1,264	1,846	3,110
North Atlantic Division:									
Maine	41	77	118	1,189	1,388	2,577	564	549	1,113
New Hampshire	2	6	8	439	552	991	274	311	585
Vermont	19	37	56	338	452	790	156	188	344
Massachusetts	587	1,062	1,649	3,077	4,645	7,722	4,158	2,796	6,954
Rhode Island	17	24	41	381	410	791	167	220	387
Connecticut	282	485	767	1,059	1,299	2,358	401	463	864
New York	11,312	1,895	13,207	3,925	3,869	7,794	2,053	2,768	4,821
New Jersey	338	613	951	940	1,610	2,550	347	693	1,040
Pennsylvania	911	998	1,909	4,250	4,229	8,479	2,291	2,080	4,371
South Atlantic Division:									
Delaware	......	......	......	120	165	285	94	69	163
Maryland	56	37	93	439	564	1,003	296	357	653
District of Columbia	142	397	539	187	392	579	148	310	458
Virginia	125	282	407	617	998	1,615	164	268	432
West Virginia	21	33	54	152	287	439	45	69	114
North Carolina	3	4	7	113	182	295	68	84	152
South Carolina	......	......	......	63	271	334	13	124	137
Georgia	15	25	40	621	1,187	2,408	260	240	500
Florida	13	......	13	218	240	458	109	132	241
South Central Division:									
Kentucky	217	130	347	647	992	1,639	275	457	732
Tennessee	5	2	7	288	495	783	101	153	254
Alabama	13	25	38	238	196	434	63	104	167
Mississippi	......	......	......	148	188	337	41	72	113
Louisiana	......	......	......	208	328	536	53	218	271
Texas	77	111	188	1,125	1,726	2,851	527	901	1,428
Arkansas	17	44	61	294	437	731	128	240	368
Oklahoma	......	......	......	......	......	......	......	......	......
Indian Territory	......	......	......	......	......	......	......	......	......
North Central Division:									
Ohio	893	1,448	2,341	4,898	7,082	11,980	2,209	3,376	5,585
Indiana	286	538	824	1,990	2,693	4,683	832	849	1,681
Illinois	667	1,635	2,302	3,152	4,689	7,841	1,414	2,847	4,261
Michigan	495	750	1,245	1,966	3,021	4,987	712	1,116	1,828
Wisconsin	476	656	1,132	1,430	1,997	3,427	612	910	1,522
Minnesota	375	578	953	1,372	2,024	3,396	591	786	1,377
Iowa	377	587	964	2,188	9,037	11,225	883	1,170	2,053
Missouri	183	430	613	1,571	2,857	4,428	495	1,026	1,521
North Dakota	......	4	4	39	49	88	7	22	29
South Dakota	4	5	9	65	102	167	53	62	115
Nebraska	160	323	483	926	1,408	2,334	343	593	936
Kansas	223	337	560	1,314	2,038	3,352	514	732	1,246
Western Division:									
Montana	8	24	32	37	84	121	14	27	41
Wyoming	......	......	......	25	31	56	8	19	27
Colorado	124	292	416	407	535	942	214	297	511
New Mexico	......	......	......	......	......	......	......	......	......
Arizona	......	......	......	33	16	49	11	13	24
Utah	......	......	......	13	14	27	1	3	4
Nevada	......	......	......	126	235	361	41	91	132
Idaho	......	......	......	43	48	91	13	18	31
Washington	19	28	47	214	280	494	45	64	109
Oregon	16	86	102	124	172	296	65	65	130
California	51	85	136	1,176	1,593	2,769	852	1,249	2,101

TABLE III.—*Summary of the number of students in each branch of study in public high schools*—Continued.

State or Territory.	Physics.			Chemistry.			General history.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	20	21	22	23	24	25	26	27	28
United States	20,839	29,985	50,824	8,981	12,719	21,700	25,627	34,056	59,683
North Atlantic Division	8,114	9,634	17,748	3,719	4,650	8,369	11,352	10,000	21,352
South Atlantic Division	1,313	2,171	3,484	569	718	1,287	1,486	2,218	3,704
South Central Division	1,781	2,090	3,871	693	844	1,537	1,739	2,483	4,222
North Central Division	8,675	14,952	23,627	3,448	5,876	9,324	9,821	16,114	25,935
Western Division	956	1,438	2,394	552	631	1,183	1,229	2,241	3,460
North Atlantic Division:									
Maine	602	717	1,319	115	354	469	615	796	1,411
New Hampshire	286	361	647	116	151	267	264	310	574
Vermont	160	198	358	85	91	176	169	249	418
Massachusetts	1,851	2,562	4,413	1,164	1,688	2,852	4,205	3,613	7,818
Rhode Island	201	264	465	64	115	179	181	380	561
Connecticut	356	566	922	188	269	457	466	677	1,143
New York	1,755	2,229	3,984	918	1,096	2,014	1,181	1,258	2,439
New Jersey	440	803	1,243	123	256	379	473	912	1,385
Pennsylvania	2,463	1,934	4,397	946	627	1,573	3,798	2,105	5,903
South Atlantic Division:									
Delaware	97	85	182	72	32	104	17	21	38
Maryland	291	294	585	5	13	18	186	254	440
District of Columbia	96	237	333	86	97	183	189	642	831
Virginia	230	367	597	99	171	270	484	706	1,190
West Virginia	91	153	244	34	62	96	53	86	139
North Carolina	121	128	249	25	43	68	145	249	394
South Carolina	15	187	202	13	93	106	27	196	223
Georgia	267	605	872	180	450	630	233	512	745
Florida	105	115	220	55	57	112	152	152	304
South Central Division:									
Kentucky	364	425	789	105	198	303	309	377	686
Tennessee	95	155	250	45	71	116	200	338	538
Alabama	75	56	131	103	37	140	164	179	343
Mississippi	67	103	170	20	27	47	51	73	124
Louisiana	117	189	306	111	140	251	205	262	467
Texas	618	932	1,550	196	335	531	678	1,064	1,742
Arkansas	145	230	375	13	36	49	132	190	322
Oklahoma	......	......	......	......	......	......	......	......	......
Indian Territory	......	......	......	......	......	......	......	......	......
North Central Division:									
Ohio	1,845	3,279	5,124	767	1,286	2,053	1,971	3,004	4,975
Indiana	868	1,287	2,155	333	511	844	933	1,508	2,441
Illinois	1,500	2,657	4,157	591	1,227	1,818	1,463	3,141	4,604
Michigan	717	1,484	2,201	367	619	986	1,059	1,576	2,635
Wisconsin	679	961	1,640	185	237	422	573	817	1,390
Minnesota	583	666	1,199	244	244	488	374	482	856
Iowa	1,069	1,624	2,693	309	536	845	1,161	2,169	3,330
Missouri	630	1,152	1,782	284	637	921	743	1,381	2,124
North Dakota	10	12	22	5	12	17	11	21	32
South Dakota	53	94	147	15	15	30	52	102	154
Nebraska	86	740	826	198	336	529	489	480	969
Kansas	685	996	1,681	155	216	371	992	1,433	2,425
Western Division:									
Montana	20	30	56	7	17	24	25	62	87
Wyoming	6	17	23	6	141	147	9	12	21
Colorado	184	282	466	71	......	71	447	682	1,128
New Mexico	......	......	......	......	......	......	......	......	......
Arizona	7	10	17	......	......	......	4	11	15
Utah	......	6	6	......	......	......	1	11	12
Nevada	80	178	258	43	81	124	52	101	153
Idaho	27	26	53	4	3	7	24	23	47
Washington	79	130	209	117	23	140	81	115	196
Oregon	54	67	121	34	59	93	102	155	257
California	499	692	1,191	270	407	677	484	1,070	1,554

This table shows that in the public schools 87,006 studied Latin, and of these 43,585, or one-half, were in the North Central Division, the North Atlantic Division having 29,018; of the 6,484 in Greek, the North Atlantic had 4,484, over two-thirds; of the 12,023 in French, the North Atlantic had 8,965; of the 33,683 in German, over one-half were in the same division; but of the 110,396 in algebra, the North Central had 57,908 and the North Atlantic 34,056. In geometry, physics, chemistry, and general history, the largest number is found in the North Central Division, the North Atlantic Division being next in the number of students.

In Table IV will be found the same statistics from the private academies, etc., and by comparing them with the former table the work done by each can be readily seen.

TABLE IV.—*Summary of the number of students in each branch of study in endowed academies, seminaries, and other private secondary schools, 1890-'91.*

State or Territory.	Latin.			Greek.			French.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	5	6	7	8	9	10
United States	20,205	16,165	36,370	6,477	1,441	7,918	5,293	10,774	16,067
North Atlantic Division	8,495	6,500	14,995	3,681	579	4,260	3,421	5,489	8,910
South Atlantic Division	4,332	3,078	7,410	990	144	1,134	924	1,749	2,673
South Central Division	2,771	2,795	5,566	497	130	627	433	1,342	1,775
North Central Division	3,529	3,118	6,647	947	225	1,172	358	1,846	2,204
Western Division	1,078	674	1,752	362	363	725	157	348	505
North Atlantic Division:									
Maine	418	354	772	219	57	276	78	169	247
New Hampshire	716	286	1,002	420	54	474	258	154	412
Vermont	412	338	750	159	53	212	72	145	217
Massachusetts	1,429	1,166	1,595	686	158	844	777	1,013	1,790
Rhode Island	131	78	209	600	0	60	90	62	152
Connecticut	549	394	943	104	18	122	82	219	301
New York	2,589	2,050	4,639	1,027	121	61,148	1,342	2,292	3,634
New Jersey	1,077	417	1,494	426	39	465	407	466	873
Pennsylvania	2,174	1,417	3,591	580	79	659	515	969	1,484
South Atlantic Division:									
Delaware	88	86	174	19	1	20	63	95	158
Maryland	515	318	833	97	11	108	181	292	473
District of Columbia	242	33	275	138	0	138	125	210	335
Virginia	1,081	597	1,678	183	24	207	279	401	680
West Virginia	16	8	24	11	5	16	0	2	2
North Carolina	864	611	1,475	185	22	207	44	200	244
South Carolina	522	305	827	61	2	63	189	194	383
Georgia	973	1,076	2,049	287	79	366	43	344	387
Florida	31	44	75	9	0	9	0	11	11
South Central Division:									
Kentucky	377	419	796	81	17	98	24	175	199
Tennessee	775	698	1,473	168	41	209	43	227	270
Alabama	462	378	840	73	11	84	46	146	192
Mississippi	354	405	759	43	6	49	34	70	104
Louisiana	167	164	331	21	3	24	251	551	802
Texas	477	613	1,090	89	44	133	31	157	188
Arkansas	145	87	232	21	7	28	1	10	11
Indian Territory	14	31	45	1	1	2	3	6	9
North Central Division:									
Ohio	1,029	754	1,783	336	53	389	118	353	471
Indiana	115	255	370	7	15	22	0	120	120
Illinois	450	537	987	105	38	143	57	422	479
Michigan	101	132	233	16	13	29	39	147	186
Wisconsin	473	100	573	197	3	200	70	38	108
Minnesota	234	145	379	42	6	48	11	95	106
Iowa	356	224	580	114	26	140	8	58	66
Missouri	489	623	1,112	66	37	103	37	483	520
North Dakota	9	18	27	1	0	1	2	18	20
South Dakota	45	35	80	14	5	19	0	7	7
Nebraska	72	165	237	13	7	20	0	71	71
Kansas	156	130	286	36	22	58	16	34	50
Western Division:									
Montana	4	12	16	0	0	0	0	3	3
Wyoming	0	15	15	0	0	0	0	12	12
Colorado	195	116	311	123	3	126	24	31	55
New Mexico	22	13	35	0	0	0	6	4	10
Utah	111	79	190	10	1	11	11	23	34
Nevada	0	10	10	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0	0
Washington	162	97	259	46	2	48	17	73	90
Oregon	162	117	279	45	9	54	28	54	82
California	422	215	637	138	348	486	71	148	219

TABLE IV.—*Summary of the number of students in each branch of study in endowed academies, etc., 1890–91*—Continued.

State or Territory.	German.			Algebra.			Geometry.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	11	12	13	14	15	16	17	18	19
United States	7,655	7,258	14,913	24,343	19,908	44,251	11,249	8,036	19,285
North Atlantic Division	4,007	3,595	7,602	9,321	6,200	15,521	4,952	2,849	7,801
South Atlantic Division	888	639	1,527	4,842	3,617	8,459	1,893	1,160	3,053
South Central Division	424	612	1,036	4,771	4,833	9,604	1,977	1,912	3,889
North Central Division	2,003	1,919	3,932	4,243	4,017	8,260	1,789	1,638	3,427
Western Division	333	483	816	1,166	1,241	2,407	638	477	1,115
North Atlantic Division:									
Maine	6	27	33	462	436	898	217	170	387
New Hampshire	103	81	184	587	302	889	311	91	402
Vermont	53	89	142	379	380	759	185	170	355
Massachusetts	433	582	1,015	1,272	882	2,154	716	496	1,212
Rhode Island	78	7	85	220	42	262	120	29	149
Connecticut	69	95	164	515	398	913	179	108	287
New York	1,724	1,397	3,121	2,728	1,971	4,699	1,622	1,045	2,667
New Jersey	565	343	908	1,057	403	1,460	521	178	699
Pennsylvania	976	974	1,950	2,101	1,386	3,487	1,081	562	1,643
South Atlantic Division:									
Delaware	37	37	74	72	67	139	29	31	60
Maryland	333	198	531	604	307	911	407	187	594
District of Columbia	82	89	171	197	93	290	158	29	187
Virginia	234	141	375	1,063	704	1,767	449	162	611
West Virginia	4	3	7	9	18	27	5	3	8
North Carolina	62	50	112	1,018	668	1,686	229	142	371
South Carolina	88	85	173	545	475	1,020	151	133	284
Georgia	28	34	62	1,279	1,220	2,499	445	454	899
Florida	20	2	22	55	65	120	20	19	39
South Central Division:									
Kentucky	87	151	238	624	532	1,156	288	230	518
Tennessee	60	127	187	1,205	1,094	2,299	352	322	680
Alabama	42	25	67	728	597	1,325	316	324	540
Mississippi	16	45	61	534	624	1,158	173	185	358
Louisiana	36	35	71	304	326	630	137	128	265
Texas	156	172	328	1,097	1,350	2,447	637	747	1,384
Arkansas	27	46	73	216	227	443	65	62	127
Indian Territory	0	1	1	63	83	146	3	14	17
North Central Division:									
Ohio	512	393	905	1,270	771	2,041	494	297	791
Indiana	19	89	108	145	169	814	45	116	161
Illinois	281	378	659	350	523	873	200	260	460
Michigan	72	62	134	225	251	476	66	131	197
Wisconsin	485	138	623	322	139	461	216	94	310
Minnesota	59	188	247	167	300	467	72	106	178
Iowa	197	166	363	467	371	838	242	132	374
Missouri	280	358	638	998	1,121	2,119	325	343	668
North Dakota	3	14	17	28	45	73	11	8	19
South Dakota	15	19	34	42	57	99	14	20	34
Nebraska	12	43	55	87	147	234	45	83	128
Kansas	68	81	149	142	123	265	59	48	107
Western Division:									
Montana	1	14	15	19	55	74	0	13	13
Wyoming	0	0	0	0	15	15	0	15	15
Colorado	26	68	94	91	130	221	45	56	101
New Mexico	14	11	25	39	23	62	22	11	33
Utah	85	49	134	131	152	283	72	60	132
Nevada	0	0	0	0	25	25	0	12	12
Idaho	0	0	0	0	0	0	0	0	0
Washington	57	80	137	130	147	277	74	43	117
Oregon	71	96	167	255	220	475	94	47	141
California	79	165	244	501	474	975	331	220	551

TABLE IV.—*Summary of the number of students in each branch of study in endowed academies, etc., 1890-91*—Continued.

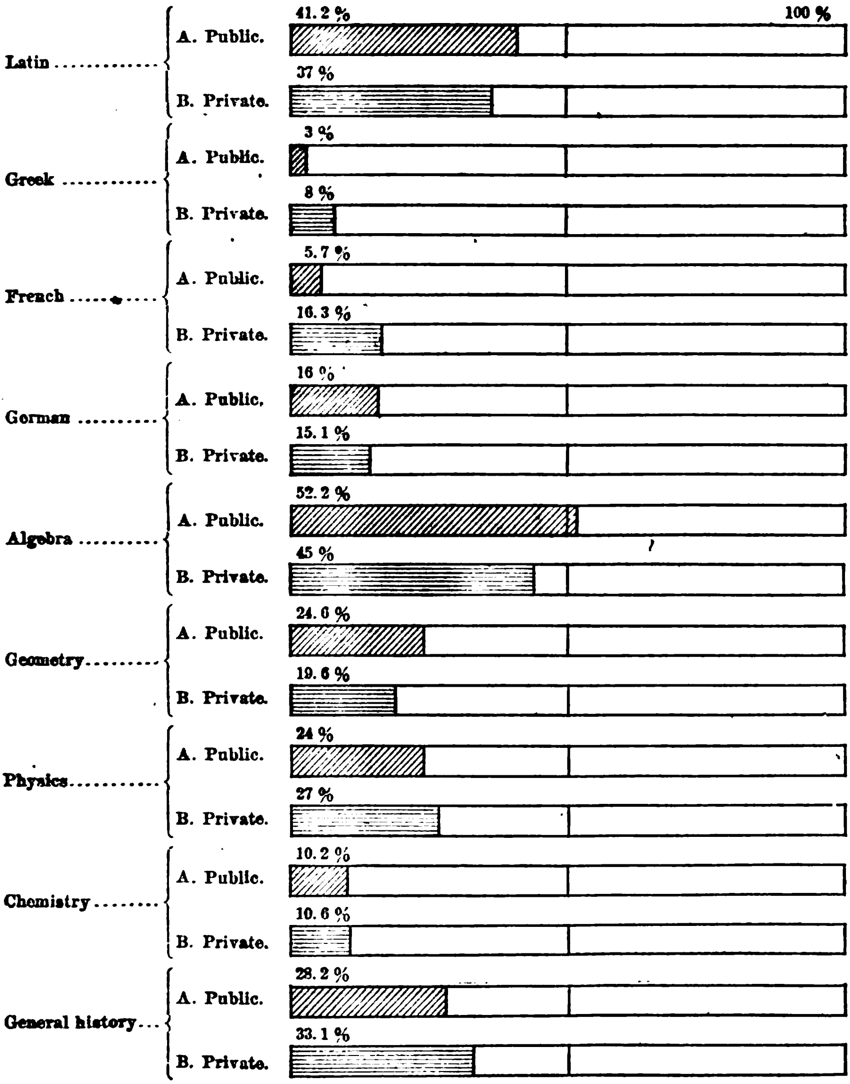
State or Territory.	Physics.			Chemistry.			General history.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	20	21	22	23	24	25	26	27	28
United States	10,347	10,302	20,649	5,234	5,228	10,462	15,160	17,429	32,589
North Atlantic Division	3,802	3,111	6,913	2,153	1,557	3,710	5,168	5,364	10,532
South Atlantic Division	1,785	1,621	3,406	838	814	1,652	3,412	3,330	6,742
South Central Division	2,208	2,778	4,986	845	1,293	2,138	3,123	3,873	6,996
North Central Division	2,018	2,121	4,139	1,089	1,108	2,197	2,578	3,478	6,056
Western Division	534	671	1,205	309	456	765	879	1,384	2,263
North Atlantic Division:									
Maine	224	190	414	104	85	189	216	184	400
New Hampshire	303	107	410	202	85	287	171	362	533
Vermont	187	125	312	102	79	181	214	198	412
Massachusetts	484	422	906	207	317	524	441	706	1,147
Rhode Island	33	43	76	15	9	24	242	78	320
Connecticut	137	155	292	47	45	92	262	294	556
New York	1,115	1,129	2,244	750	471	1,221	1,662	1,775	3,437
New Jersey	359	160	519	228	77	305	636	536	1,172
Pennsylvania	960	780	1,740	498	389	887	1,324	1,231	2,555
South Atlantic Division:									
Delaware	26	38	64	7	7	14	9	52	61
Maryland	287	182	469	140	95	235	483	400	883
District of Columbia	73	119	192	33	49	82	239	163	402
Virginia	430	288	718	163	125	288	515	534	1,049
West Virginia	3	6	9	0	4	4	3	70	73
North Carolina	357	329	686	98	129	227	675	595	1,270
South Carolina	191	165	356	104	116	220	487	453	940
Georgia	390	452	842	279	270	549	934	950	1,884
Florida	28	42	70	14	19	33	67	113	180
South Central Division:									
Kentucky	244	226	470	157	171	328	473	489	962
Tennessee	396	532	928	92	166	258	495	651	1,146
Alabama	280	271	551	140	110	250	705	576	1,281
Mississippi	410	382	792	105	133	238	378	417	795
Louisiana	176	279	455	81	239	320	307	645	952
Texas	607	973	1,580	244	428	672	620	899	1,519
Arkansas	89	109	198	23	33	56	122	168	290
Indian Territory	6	6	12	3	13	16	23	28	51
North Central Division:									
Ohio	544	449	993	473	242	718	496	482	978
Indiana	58	75	133	25	46	71	84	187	271
Illinois	237	298	535	104	205	309	343	791	1,134
Michigan	90	150	240	62	128	190	104	291	395
Wisconsin	174	122	296	71	34	105	362	170	532
Minnesota	71	82	153	70	38	108	113	132	245
Iowa	243	164	407	68	77	145	349	266	615
Missouri	452	535	987	155	258	413	525	828	1,353
North Dakota	27	23	50	10	13	23	17	21	38
South Dakota	25	17	42	6	3	9	21	23	54
Nebraska	26	137	163	7	31	38	75	167	242
Kansas	71	69	140	35	33	68	89	110	199
Western Division:									
Montana	0	27	27	0	12	12	11	69	80
Wyoming	0	0	0	0	15	15	0	15	15
Colorado	61	47	108	54	26	80	137	85	222
New Mexico	18	10	28	1	7	8	37	34	71
Utah	39	37	76	50	18	68	218	194	412
Nevada	0	8	8	0	12	12	0	24	24
Idaho	34	21	55	34	21	55	34	21	55
Washington	55	74	129	24	58	82	164	216	380
Oregon	77	95	172	33	51	84	85	146	231
California	250	352	602	113	236	349	193	580	773

From these figures it is shown that in the private academies, of the 36,370 studying Latin, 14,995, or over 41 per cent, were in the North Atlantic Division, the South Atlantic being next in number, with 7,410; of the 7,918 in Greek, 4,260 were in the same division, the North Central having 1,172, and the South Atlantic Division 1,134; of the 16,607 in French, 8,910 were in the North Atlantic, and 2,673 in the South Atlantic Division; of the 14,913 in German, 7,602 were in the North Atlantic, and 3,932 in the North Central Division; of the 44,251 in algebra the North Atlantic Division had 15,521, the next three divisions, nearly the same number each, between eight and nine thousand. The other studies are much in the same ratio, showing that the predominance of the North Atlantic Division is more regular in the private schools than in the public schools.

In order to more clearly exhibit the comparative work of the two classes of schools, public and private, as shown by the proportion of students in each class of schools pursuing the studies already mentioned, the following, Diagram 5, has been prepared, which gives the percentage for the whole country only.

DIAGRAM 5.—*Ratio of students pursuing certain studies to the whole number of students in the schools.*

[A. Public high schools. B. Private academies, seminaries, etc.]



From the above diagram it may be noted that a greater proportionate number study Latin in the public schools than in the private schools by over 4 per cent, and, what may seem surprising, that this number is over 41 per cent of the whole number of students in the public schools and 37 per cent in the private institutions. The study of Greek is much less in proportion in the public schools, and so of French, which has only one-third the percentage that the private schools have. In German there is little difference, the public school having 1 per cent more. In the public schools over 52 per cent study algebra and 45 per cent in the private schools; in geometry the public schools have 24.6 or 5 per cent more than the private. In physics the private schools have 27 per cent, 3 per cent more than the public. Chemistry is about the same in each, a little over 10 per cent. In general history the private schools have 33 per cent, or 5 per cent more than the public schools. As has been stated, figures like these can not be taken as settling the exact percentages of the students in these various branches of study, in one year, but by careful returns from practically the same institutions for a number of years, a fairly reliable table can be made. The tables given for this year are believed to be more correct than those in the last report, which was the first attempt to collect the results in this manner. Another year a comparison of the same studies can be made which will be more satisfactory as a statistical exhibit.

PROPORTION AS TO SEX IN SECONDARY SCHOOLS.

The increasing interest in the question of sex in education and the discussion of this question in regard to the work of preparatory schools, make this subject important, and to give as far as possible the number and proportion of instructors and students as classified by sex, Table V has been prepared. This not only gives the number of students in the schools by sex, but the number and percentage of each sex preparing for college in each of the courses, as well as the ratio of each sex preparing for college to the whole number of students in the institutions.

TABLE V.—*Percentage of male and female instructors and students and students preparing for colleges, classical and scientific courses, in secondary schools in the United States, 1890–'91.*

	Instructors.		White students.		Colored students.		Students preparing for college classical course.	
	No.	Percentage.	No.	Percentage.	No.	Percentage.	No.	Percentage.
Public high schools:								
Male	3,745	45.28	83,578	40.34	1,641	39.26	6,773	52.96
Female	4,525	54.72	123,840	59.66	2,539	60.74	6,015	47.04
Private academies, seminaries, etc.:								
Male	3,041	48.80	50,160	50.98	784	54.10	9,657	72.96
Female	3,190	51.20	48,240	49.02	605	45.90	3,748	27.04

	Students preparing for college scientific course.		Students preparing for college, classical and scientific course.		Percentage of male students preparing for college, both classical and scientific courses, to whole number of male students.	Percentage of female students preparing for college, both classical and scientific courses, to whole number of female students.
	No.	Percentage.	No.	Percentage.		
Public high schools:						
Male	6,465	52.69	3,404	46.78	15.53	....
Female	5,805	47.31	3,872	53.22	....	9.35
Private academies, seminaries, etc.:						
Male	5,288	70.49	2,925	67.06	29.31	....
Female	2,214	29.51	1,437	32.94	....	12.19

From this table it is seen that nearly 55 per cent of the instructors in public high schools are women, and 51 per cent in the private institutions. Of the white students, almost 60 per cent in public schools are females, while in the private schools the number is about equal. Of the colored students, the females are over 60 per cent in the public schools and not quite 46 per cent in the private. Of the students preparing for college in the classical course, the males in public schools have a small majority, while in the private schools the number is nearly three to one. Of those in the scientific course, the proportion is the same in the public schools, and the percentage of males slightly less in the private schools. The percentage of male students preparing for college in both courses to the whole number of students is

15.53 per cent, and the female preparatory students 9.35 per cent in the public schools; and the males, 29.31 per cent, and females, 12.19 per cent in the private schools.

The proportion of the sexes in education is also shown in the number of each pursuing certain studies in these schools. The following tables give the percentages of students by sex in each of the nine studies in the table. Table VI gives that of the public high schools and Table VII that of the private academies, etc.

TABLE VI.—*Percentage of male and female students pursuing certain studies in public high schools.*

State or Territory.	Latin.		Greek.		French.		German.		Algebra.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	36.43	63.57	65.92	34.08	34.21	65.79	55.19	44.81	39.21	60.79
North Atlantic Division	40.88	59.12	65.66	34.34	40.50	59.50	72.22	27.78	45.81	54.20
South Atlantic Division	35.87	64.13	81.18	18.82	9.67	90.33	32.52	67.48	37.12	62.88
South Central Division	39.79	60.21	91.36	8.64	1.02	98.98	20.05	79.95	40 32	59.68
North Central Division	32.53	67.47	59.06	40.94	19.25	80.75	36.32	63.68	36.11	63.89
Western Division	45.59	54.41	60.29	39.71	35.32	74.68	29.74	70.26	42.22	57.78

State or Territory.	Geometry.		Physics.		Chemistry.		General history.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	43.58	56.42	41.00	59.00	43.35	58.65	42.94	57.06
North Atlantic Division	50.81	49.19	45.72	54.28	44.44	55.56	53.17	46.83
South Atlantic Division	39.35	69.75	37.69	62.31	44.21	55.79	40.12	59.88
South Central Division	35.64	64.36	46.01	53.99	45.09	53.91	41.19	58.81
North Central Division	39.11	60.89	36.72	63.28	46.90	63.10	37.88	62.13
Western Division	50.45	59.55	39.93	60.07	46.66	53.34	35.42	65.58

TABLE VII.—*Percentage of male and female students pursuing certain studies in private secondary schools, 1890–91.*

State or Territory.	Latin.		Greek.		French.		German.		Algebra.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	55.54	44.46	81.80	18.20	32.94	67.06	51.33	48.67	55.01	44.99
North Atlantic Division	56.65	43.35	86.41	13.59	38.39	61.61	52.71	47.29	60.05	39.95
South Atlantic Division	58.46	41.54	87.30	12.70	34.58	65.42	58.15	41.85	57.24	42.76
South Central Division	49.96	50.04	79.27	20.73	24.50	75.50	40.93	59.07	49.68	50.32
North Central Division	53.09	46.91	80.80	19.20	16.25	83.75	50.97	49.03	51.37	48.63
Western Division	61.53	38.47	49.93	50.07	31.09	68.91	40.81	59.19	48.44	51.56

State or Territory.	Geometry.		Physics.		Chemistry.		General history.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	58.33	41.67	50.11	49.89	50.02	49.98	46.52	53.48
North Atlantic Division	63.47	36.53	55.00	45.00	58.00	42.00	49.06	50.94
South Atlantic Division	62.00	38.00	52.44	47.56	50.73	49.27	50.61	49.39
South Central Division	50.83	49.17	44.29	55.71	39.52	60.48	44.64	55.36
North Central Division	52.20	47.80	48.75	51.25	49.56	50.44	42.57	57.43
Western Division	57.22	42.78	44.31	55.69	40.39	59.61	38.84	61.16

A mere glance at these two tables shows that in the public schools the females constitute a large majority in Latin, French, algebra, geometry, physics, chemistry, and general history, while the males have the larger number only in Greek and German. The relative percentages as to certain studies vary considerably in the different geographical divisions, especially in regard to French and German; as, for instance, 72 per cent of those studying German in the North Atlantic Division are males, while in the Western Division over 70 per cent are females. In the South Central Division only 1 per cent studying French are males, and in the South Atlantic not quite 10 per cent. In physics and chemistry the percentages are the most uniform. In the table for private schools it will be found that the percentages are quite different from the public schools. Here the males are in a majority in every study except French and general history. In Latin the males are 55.54 per cent; in Greek, 81.80 per cent; in French, nearly 33 per cent; in German, 51.33 per cent; in algebra, 55 per cent; in geometry, 58.33 per cent; in physics and chemistry, 50 per cent; and in general history, 46.52 per cent. The various geographical divisions show more uniformity, but there is the same difference in localities in regard to French and German, but perhaps not to so great a degree; for instance, in the North Central Division, only 16.25 per cent of those studying French are males.

FINANCIAL SUMMARIES, ETC.

Perhaps the most difficult thing to procure in the reports from the schools is that including a statement of financial matters. In regard to public high schools the difficulty arises largely from the fact that the matters of finance for these schools are included in the general financial statement of the public school system in each locality and can not therefore be easily separated. On the other hand, the private institutions are somewhat averse to giving statistics which do not seem properly to belong to the public. To avoid this difficulty the detailed statistics do not give these items in the reports as published. The following tables give the number of volumes in libraries, the value of buildings and grounds, the amount of State and municipal aid, the income from tuition fees, and the amount received from other sources. They are given as being very incomplete and therefore do not need much explanation. Table VIII is a summary of financial statistics for public high schools and Table IX the same showing for private academies, seminaries, etc.

TABLE VIII.—*Summary of statistics of public high schools for 1890–91: Finances.*

State.	Volumes in library.	Value of grounds, buildings, and furniture.	Amount of State and municipal aid.	Income from tuition fees.	Amount received from other sources.
1	22	23	24	25	26
United States	1,068,542	$52,634,684	$7,748,004	$844,261	$2,820,918
North Atlantic Division	461,837	18,528,259	1,821,951	405,511	824,327
South Atlantic Division	28,121	1,228,040	276,390	39,839	213,250
South Central Division	30,232	2,058,560	486,783	67,995	49.841
North Central Division	513,644	27,840,500	4,660,120	319,406	1,648,036
Western Division	34,608	2,979,325	702,680	11,510	85,464
North Atlantic Division:					
Maine	1,454	469,250	70,152	4,557	11,896
New Hampshire	14,665	1,755,500	33,846	3,834	1,800
Vermont	9,378	384,500	53,581	9,408	27,647
Massachusetts	66,518	4,120,095	259,992	17,131	28,936
Rhode Island	4,390	115,196	3,600	1,444	1,500
Connecticut	25,172	1,875,102	121,223	12,898	27,569
New York	262,725	5,434,480	671,917	328,980	520,511
New Jersey	15,039	1,070,000	173,397	4,959	2,571
Pennsylvania	61,496	3,864,226	434,293	22,291	201,898
South Atlantic Division:					
Delaware	1,028	156,700	10,990	715	4,469
Maryland	1,531	191,250	47,277	2,237	61,567
District of Columbia	6,210	....	....	....	....
Virginia	3,276	255,200	64,286	7,184	6,115
West Virginia	1,996	33,940	17,523	....	....
North Carolina	5,543	127,450	52,367	2,959	3,627
South Carolina	625	80,800	15,395	3,073	5,460
Georgia	5,913	239,500	41,477	20,115	136,942
Florida	2,000	143,200	27,075	3,556	5,070
South Central Division:					
Kentucky	11,437	574,795	120,306	15,540	8,224
Tennessee	2,926	152,300	73,482	7,725	1,409
Alabama	3,206	27,250	15,228	4,365	1.847
Mississippi	1,006	80,200	25,472	5,961	2,240
Louisiana	1,170	62,000	5,947	....	7,232
Texas	9,878	1,052,805	210,105	29,569	19,894
Arkansas	715	109,300	87,143	4,835	8,995
Oklahoma	....	....	....	....	....
Indian Territory	....	....	....	....	....
North Central Division:					
Ohio	86,867	6,409,080	1,147,473	89,725	233,426
Indiana	66,320	1,960,197	338,296	15,927	86,505
Illinois	79,202	3,639.790	536,225	47,029	320,323
Michigan	132,213	3,057,689	409,691	36,891	129,824
Wisconsin	43,529	2,177,284	301,036	38,226	106,609
Minnesota	42,941	1,998,942	380,176	7,027	84,413
Iowa	42,522	3,151,410	548,165	27,390	509,977
Missouri	32,679	1,175,311	251,002	8,872	41,713
North Dakota	606	85,000	41,022	661	5,326
South Dakota	1,926	557,800	98,773	855	4,000
Nebraska	11,968	1,408,259	366,586	8,886	65,752
Kansas	22,851	2,229,728	241,675	37,947	66,168
Western Division:					
Montana	1,825	165,000	48,345	410	4,825
Wyoming	1,017	148,500	82,080	....	36,774
Colorado	....	....	....	....	....
New Mexico	7,525	513,725	98,690	751	10,500
Arizona	524	136,400	33,400	....	....
Utah	1,641	164.400	56,169	175	4,818
Nevada	1,331	191,000	12,200	336	88
Idaho	2,305	356,000	49,910	687	2,800
Washington	1,288	225,000	19,139	1,908	7,099
Oregon	17,149	1,079,300	352,747	7,243	18,560

TABLE IX.—*Summary of statistics of endowed academies, seminaries, and other private secondary schools, for 1890–91.*

LIBRARIES AND VALUE OF GROUNDS, ETC.

State or Territory.	Number of volumes in library.	Value of grounds and buildings.	Amount of productive funds.	Amount of State or municipal aid received within the year.	Receipts from tuition fees.	Total income.
1	2	3	4	5	6	7
United States	1,026,166	$38,878,445	$1,140,899	$192,245	$4,414,655	$3,894,660
North Atlantic Division	463,170	21,453,554	887,430	28,576	2,065,027	2,034,704
South Atlantic Divison	101,139	3,350,680	80,763	46,247	500,229	499,536
South Central Division	131,357	3,357,525	103,486	98,504	552,541	516,280
North Central Division	262,454	6,574,605	57,231	13,130	889,633	610,338
Western Division	68,046	4,144,681	11,989	5,788	407,225	233,802
North Atlantic Division:						
Maine	16,220	340,000	15,620	6,370	25,634	44,802
New Hampshire	21,921	660,957	71,796	1,150	53,428	87,843
Vermont	17,550	759.290	24,290	832	70,889	48,551
Massachusetts	73,755	2,687,837	85,272	1,490	363,935	260,388
Rhode Island	1,225	165,600	0	0	27,000	21,600
Connecticut	23,995	667,500	19,961	0	44,933	49,184
New York	190,678	6,807,632	101,320	17,534	934,480	661,648
New Jersey	29,170	1,646,850	13,543	1,200	263,953	214,678
Pennsylvania	88,656	7,717,888	555,628	0	280,775	646,010
South Atlantic Division:						
Delaware	4,250	142,500	800	0	22,413	21,400
Maryland	33,702	804,000	39,310	8,700	91,294	185,134
District of Columbia	4,450	170,000	0	0	16,846	10,627
Virginia	15,549	726,100	6,875	1,240	125,656	65,071
West Virginia	425	7,000	750	0	2,100	2,850
North Carolina	17,662	464,600	795	4,477	103,504	66,811
South Carolina	10,581	299,400	2,075	6,380	35,235	40,398
Georgia	11,120	677,980	29,658	24,900	97,657	102,311
Florida	3,400	58,500	500	550	5,524	4,934
South Central Division:						
Kentucky	22,805	420,450	2,450	3,369	79,116	76,575
Tennessee	27,674	759,450	8,300	13,457	132,481	111,148
Alabama	11,602	434,450	1,200	5,033	66,180	76,339
Mississippi	12,959	373,650	8,586	17,265	58,900	77,842
Louisiana	27,425	243,650	50	1,350	84,872	40,148
Texas	21,784	747,425	2,900	22,530	97,168	89,959
Arkansas	3,064	148,450	80,000	3,500	21,069	11,869
Indian Territory	4,044	230,000	0	32,000	12,755	32,400
North Central Division:						
Ohio	75,638	816,350	9,375	1,500	181,850	119,807
Indiana	10,699	206,500	1,100	9,030	15,240	25,095
Illinois	62,240	1,695,300	6,201	0	208,606	100,438
Michigan	8,376	475,050	8,077	0	101,510	21,730
Wisconsin	27,805	588,500	4,617	0	61,073	70,955
Minnesota	8,956	808,200	6,152	0	38,364	95,502
Iowa	14,078	359,250	11,590	0	60,861	31,900
Missouri	34,899	823,505	7,800	2,600	167,282	83,506
North Dakota	2,050	57,000	0	0	350	4,200
South Dakota	1,800	80,000	1,084	0	4,062	3,148
Nebraska	8,378	315,300	500	0	17,709	35,520
Kansas	7,535	349,650	735	0	32,666	18,537
Western Division:						
Montana	632	68,300	0	0	3,500	0
Wyoming	700	0	0	0	0	0
Colorado	14,050	486,200	1,000	0	14,602	8,550
New Mexico	2,872	63,000	0	0	17,200	11,000
Utah	9,508	325,381	840	500	59,293	31,994
Nevada	650	50,000	800	0	7,000	2.800
Idaho	700	10,000	500	0	1,500	3,000
Washington	4,655	960,700	6,850	0	40,073	40,353
Oregon	11,515	409,600	1,409	660	30,669	22,899
California	23,264	1,771,500	690	4,628	239,388	113,206

CHAPTER XXII.

HIGHER EDUCATION.

CONTENTS:—*Universities and Colleges—Colleges for women—Scholarships—University extension—Latin pronunciation in colleges.*

I.—UNIVERSITIES AND COLLEGES.

Number of institutions.—The number of institutions included in the table devoted to the statistics of universities and colleges for the year 1890-'91 is 430. This is an increase of 15 over 1889-'90.

Character of institutions.—The institutions included under the above head may be divided into two classes, viz, colleges for males only and coeducational colleges. The fact that some of the older institutions of the country are gradually removing the barriers to the admission of women seems to justify the insertion of the following summarized statement showing the number of colleges for males only and the number of coeducational colleges in the several States, together with the number of college students in attendance during the year under consideration. The discussion of the different colleges for women only is given further on.

TABLE 1.—*The number of colleges for males and the number of coeducational colleges in the several States.*

States.	Colleges for males only.		Coeducational colleges.		
	Number.	Male college students.	Number.	College students.	
				Male.	Female.
United States	148	10,558	282	(110) 18,617	9,250
North Atlantic Division	48	9,416	25	3,645	1,057
South Atlantic Division	31	3,650	25	(75) 881	387
South Central Division	27	2,983	49	3,029	1,705
North Central Division	37	3,068	156	(35) 10,126	5,620
Western Division	5	441	27	936	481
North Atlantic Division:					
Maine	1	185	2	258	72
New Hampshire	1	256	0	0	0
Vermont	0	0	2	195	44
Massachusetts	7	2,388	2	127	205
Rhode Island	1	326	0	0	0
Connecticut	2	967	1	217	20
New York	18	2,784	5	1,344	336
New Jersey	5	1,101	0	0	0
Pennsylvania	13	1,409	13	1,509	380

TABLE 1.—*The number of colleges for males and the number of coeducational colleges in the several States*—Continued.

States.	Colleges for males only.		Coeducational colleges.		
	Number.	Male college students.	Number.	College students.	
				Male.	Female.
South Atlantic Division:					
Delaware	1	81	0	0	0
Maryland	7	653	3	117	119
District of Columbia	1	83	3	111	34
Virginia	7	1,079	0	0	0
West Virginia	0	0	3	206	57
North Carolina	6	656	5	275	88
South Carolina	6	548	3	63	15
Georgia	3	550	4	(75) 69	32
Florida	0	0	4	40	42
South Central Division:					
Kentucky	7	635	6	411	198
Tennessee	8	844	16	1,061	431
Alabama	4	691	3	87	169
Mississippi	1	65	4	244	107
Louisiana	5	595	5	161	172
Texas	2	153	10	914	581
Arkansas	0	0	5	151	107
North Central Division:					
Ohio	5	376	32	2,422	1,231
Indiana	4	629	11	(6) 803	459
Illinois	6	524	22	1,428	749
Michigan	1	51	10	1,351	746
Wisconsin	5	558	4	550	264
Minnesota	4	225	7	561	339
Iowa	3	141	19	1,144	715
Missouri	6	396	21	937	674
North Dakota	0	0	3	22	16
South Dakota	0	0	6	(11) 77	45
Nebraska	1	33	7	272	152
Kansas	2	135	14	(18) 559	230
Western Division:					
Montana	0	0	1	5	8
Wyoming	0	0	1	5	8
Colorado	0	0	4	82	56
Utah	0	0	1	13	4
Nevada	0	0	1	31	17
Washington	1	6	2	36	31
Oregon	0	0	6	227	149
California	4	435	10	537	214

The above table shows that 282 institutions, or 65.6 per cent of the total number, are coeducational. The average number of students in attendance upon the several coeducational colleges was 99, while at the colleges for males it was 132. An examination of the figures by divisions in the above table will show that coeducation has made least progress in the North Atlantic division of the country, while in the North Central and Western divisions the number of institutions to which women are not admitted is comparatively small.

The number of coeducational institutions in the eastern section of the country is increasing, as evidenced by the recent action of some of the older New England institutions, viz, Tufts College, Mass.; Brown University, Providence, R. I.; and Yale University, New Haven, Conn.

The trustees of Tufts College voted to open the college in all departments to women on the same terms as to men, beginning with the year 1892-'93.

The action taken by Yale on the question of admitting women is contained in the report of President Dwight for the year 1891, from which the following is taken:

"Near the close of the year a committee of the philosophical faculty, which had been appointed at an earlier date, took into serious consideration certain new arrangements and provisions connected with the courses of study in the graduate department. The report which they made, and which was subsequently recommended by the faculty and adopted by the corporation, was not presented until after the end of the year 1891. * * * The committee recommended that five fellowships, yielding $400 each, and twenty scholarships, yielding $100 each and covering the expense of tuition, should be established in the graduate department immediately, on the foundation of present university funds. These fellowships they recommended should be opened to graduates of all colleges and universities whose membership in the department should begin not more than five years after their reception of the bachelor's degree. They also recommended that in the academic year 1891-92, and afterwards, the courses for graduate study, leading to the degree of doctor of philosophy, should be open to graduates of all colleges and universities without distinction of sex. The first of these provisions will prove to be of great advantage to well qualified and gifted students who, after graduation at any of our higher institutions of learning, may desire to prosecute further studies in our university, and to avail themselves of the privileges which it offers. The latter will present to the graduates of our leading colleges for young women, as well as to those of similar colleges for young men, the opportunities which an old and large university affords. It is believed that the opening of these opportunities to young women who have previously advanced to such a point in their studies in the institutions founded especially for them will prove to be a great advantage to the cause of the higher education. The objections which occur to many minds as bearing against the union of the two sexes in the same institution in the courses of undergraduate study have no existence or force as related to the uniting of the two in the graduate courses. The privilege of coming under the instruction of the best and ablest professors in a large university, of using its libraries, and of enjoying the many facilities for study under the highest advantages which it furnishes, must be a privilege of inestimable value. The university becomes by the offering of this privilege, not a rival or opponent of the colleges for women, but an ally and helper to them. It offers its graduate courses and its degree of doctor of philosphy to their graduates, and thus presents its gifts to these graduates as an addition to the gift which they have already received from their own institutions. It is gratifying to observe the favorable reception which has been given to this new plan and arrangement by the public and the friends of education everywhere."

The question of rendering the appliances of Brown University available to young women, has received more or less attention from the corporation since 1885. A plan for the admission of women was adopted in 1886, but was never put into execution. In 1888 the corporation deemed it unwise to open its doors to women, but recommended that the faculty prepare a scheme by which women might be admitted to college examinations and receive certificates of proficiency. In accordance with this recommendation the faculty in February, 1890, prepared the following rules, which were approved by the corporation:

"Young women may be admitted to examinations in Brown University on the following conditions:

"First. They shall take the entrance examinations at the same times and places and under the same conditions as young men.

"Second. The advanced examinations they shall take at the college.

"Third. In order to be admitted to advanced examinations, candidates must have passed all the entrance examinations and all examinations which cover the work of previous terms; but candidates may present certificates in place of entrance examinations, subject to the same conditions which apply to young men.

"Fourth. The subjects for women's examinations, when not identical with those in the courses of instruction given in college, shall in all cases closely correspond to them.

"Fifth. For an entire set of entrance examinations or of advanced examinations, each candidate shall pay $10. For any extra examinations the fee shall be at the rate of $20 per set. Reports of proficiency will be given after all examinations. Upon the satisfactory completion of any course of study candidates will receive certificates of their attainments."

The above rules were in force during the year 1891-'92, and thirteen young women availed themselves of the opportunities offered. In order to acquire the knowledge necessary to pass the examinations, women's classes in all freshman studies were formed outside of college and received instruction substantially the same as that received by freshmen in college. As to graduate instruction for women the faculty, during the year 1891-'92, recommended "that to women holding bachelors' degrees, and, by special permission, to other women of liberal education, all the courses of instruction in the university intended for graduate students be opened on the same terms as to men."[1]

At the close of the session of 1892 the trustees of Georgetown College, Georgetown, Ky., determined to admit young ladies to the college tentatively. If coeducation is found to work favorably the doors will be opened permanently to young ladies.

Professors and instructors.—The number of professors and instructors, male and female, employed in the several departments of universities and colleges, is shown in the following summary:

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[1] Reports of President of Brown University for 1890-'91 and 1891-'92.

TABLE 2.—*Summary of statistics concerning professors and instructors in universities and colleges for 1890–'91.*

State or Territory.	Number of institutions.	Professors and instructors.							
		Preparatory departments.		Collegiate departments.		Professional departments.		Total number (excluding duplicates).	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	430	1,562	589	4,220	499	1,958	11	7,350	1,122
North Atlantic Division	73	235	22	1,286	32	706	2	2,348	63
South Atlantic Division	56	167	56	503	46	164	0	756	100
South Central Division	76	173	123	518	92	209	1	834	219
North Central Division	193	879	338	1,696	272	697	6	2,919	622
Western Division	32	108	50	217	57	182	2	493	118
North Atlantic Division:									
Maine	3	0	0	37	0	16	0	52	0
New Hampshire	1	0	0	18	0	17	0	48	0
Vermont	2	0	0	32	0	20	0	50	0
Massachusetts	9	31	2	233	3	202	2	543	5
Rhode Island	1	0	0	35	0	0	0	35	0
Connecticut	3	0	0	99	0	62	0	193	0
New York	23	113	6	416	7	245	0	814	17
New Jersey	5	5	0	109	0	4	0	114	0
Pennsylvania	26	86	14	307	22	140	0	499	41
South Atlantic Division:									
Delaware	1	0	0	8	0	0	0	8	0
Maryland	10	40	12	140	15	3	0	153	18
District of Columbia	4	29	0	37	0	98	0	163	7
Virginia	7	20	2	87	0	17	0	114	2
West Virginia	3	7	1	24	1	3	0	32	2
North Carolina	11	26	18	77	6	18	0	108	18
South Carolina	9	22	4	69	5	7	0	85	6
Georgia	7	9	7	43	6	18	0	74	30
Florida	4	14	12	18	13	0	0	19	17
South Central Division:									
Kentucky	13	29	13	79	12	24	0	122	23
Tennessee	24	72	45	156	31	120	0	306	62
Alabama	7	4	9	67	3	4	0	75	14
Mississippi	5	7	7	33	5	7	0	41	11
Louisiana	10	31	17	87	19	45	1	160	45
Texas	12	24	24	79	16	9	0	104	46
Arkansas	5	6	8	17	6	....	......	26	18
North Central Division:									
Ohio	37	177	71	303	47	144	3	586	131
Indiana	15	64	16	167	19	49	0	276	42
Illinois	28	151	67	252	36	188	1	527	112
Michigan	11	43	23	149	15	60	1	234	47
Wisconsin	9	43	11	120	15	25	0	143	17
Minnesota	11	62	9	119	13	92	0	228	22
Iowa	22	75	50	166	34	77	1	298	89
Missouri	27	116	36	189	43	17	0	278	64
North Dakota	8	10	4	13	3	1	0	18	3
South Dakota	6	37	21	35	12	0	0	42	23
Nebraska	8	40	13	64	14	39	0	122	21
Kansas	16	61	17	119	21	5	0	167	51
Western Division:									
Montana	1	3	3	3	3	0	0	10	5
Wyoming	1	6	1	7	1	....	......	13	2
Colorado	4	23	11	30	11	33	0	96	23
Utah	1	9	0	8	0	....	......	18	2
Nevada	1	2	2	7	1	0	0	8	2
Washington	4	12	8	10	9	1	0	19	13
Oregon	6	11	5	23	8	49	0	70	16
California	14	42	20	129	24	99	2	259	55

The above table is self-explanatory and needs but a few words in the way of comment. It will be seen that a considerable proportion of the teaching force is composed of women, but it may be well to state that a large number of them are engaged as instructors in music, art, etc. Especially noticeable is the very small number of women professors in the professional departments.

Students.—The number of students enrolled in universities and colleges during the year shows a gratifying increase over the number enrolled in 1889–'90. The principal items respecting the attendance and classification of students is given in the following summary:

TABLE 3.—*Summary of statistics concerning students in universities and colleges for 1890–'91.*

States and Territories.	Number of institutions.	Students.																				
		Preparatory departments.		Collegiate departments.		Graduate departments.		Professional departments.		Other departments.		Total number (excluding duplicates).		Pursuing courses leading to—						Pedagogical course.	Business course.	Other special or partial courses.
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	A. B. degree.	B. S. degree.	B. L. degree.	Ph. B. degree.	C. E. degree.	Other first degrees.			
United States	430	(893) 27,255	10,937	(110) 38,175	9,250	2,616*a*	*b*247	17,074	376	(2,167) 7,647	8,353	(2,361) 92,589	29,734	20,961	7,811	2,317	2,779	1,060	1,437	3,978	6,358	4,115
North Atlantic Division	73	4,177	306	13,061	1,057	1,124*c*	*d*63	5,478	70	1,954	870	25,436	2,366	8,974	1,521	251	554	544	682	280	477	1,066
South Atlantic Division	56	(84) 2,579	585	(75) 4,531	387	319	0	1,946	26	888	1,029	10,223	2,093	3,079	345	67	99	94	49	302	454	112
South Central Division	76	(40) 4,713	2,306	6,012	1,705	91	7	2,098	9	(178) 1,117	1,568	(218) 13,992	5,663	1,801	1,464	173	62	137	90	1,049	691	335
North Central Division	193	(769) 13,897	6,681	(35) 13,104	5,620	1,052*e*	*f*171	7,012	245	(1,328) 3,234	4,384	(1,482) 38,699	17,561	6,436	3,575	1,700	1,864	276	604	2,091	3,904	2,368
Western Division	32	1,889	1,059	1,377	481	80	6	540	26	(661) 454	502	(661) 4,239	2,051	661	406	126	200	9	12	256	832	234
North Atlantic Division:																						
Maine	3	0	0	438	72	0	0	102	0	0	0	540	72	506	0	0	0	0	0	0	0	4
New Hampshire	1	0	0	256	0	0	0	98	0	108	0	462	0	194	......	62	......	......	......	......	......	......
Vermont	2	0	0	195	44	0	0	203	0	0	0	398	44	109	60	0	31	30	0	0	0	9
Massachusetts	9	392	0	2,515	205	277	25	1,120	59	281	1	4,567	290	2,320	63	......	26	......	50	3	32	432
Rhode Island	1	0	0	326	0	26	0	0	0	0	0	332	0	214	0	0	54	0	0	0	0	33
Connecticut	3	0	0	1,184	20	115	3	318	0	387	36	1,972	59	1,101	60	0	......	0	1	0	0	14
New York	23	2,377	157	4,128	836	*g*440	*h* 27	2,354	11	950	346	9,982	877	2,295	755	125	272	174	426	257	262	298
New Jersey	5	72	0	1,101	0	103	0	37	0	56	0	1,354	0	718	144	......	......	77	27	......	68	109
Pennsylvania	26	1,336	149	2,918	380	*i*163	*j* 8	1,246	0	172	487	5,800	1,024	1,517	439	64	171	263	178	20	115	167
South Atlantic Division:																						
Delaware	1	0	0	81	0	0	0	0	0	0	0	81	0	58	3	0	0	20	0	0	0	0
Maryland	10	476	56	770	119	276	0	84	0	95	52	1,658	227	783	17	......	......	......	......	3	168	2
District of Columbia	4	301	2	194	34	0	0	1,057	18	198	62	1,750	115	157	......	......	......	......	......	......	......	4
Virginia	7	195	0	1,079	0	6	0	307	0	18	0	1,593	0	549	20	2	......	15	......	......	20	20
West Virginia	3	140	6	206	57	2	0	26	0	......	......	361	63	123	......	25	......	14	......	30	7	29

a Includes 812 nonresidents.
b Includes 58 nonresidents.
c Includes 167 nonresidents.
d Includes 11 nonresidents.
e Includes 705 nonresidents.
f Includes 47 nonresidents.
g Includes 121 nonresidents.
h Includes 8 nonresidents.
i Includes 46 nonresidents.
j Includes 3 nonresidents.

TABLE 3.—*Summary of statistics concerning students in universities and colleges for 1890-'91*—Continued.

States and Territories.	Number of institutions.	Students.																				
		Preparatory departments.		Collegiate departments.		Graduate departments.		Professional departments.		Other departments.		Total number (excluding duplicates).		Pursuing courses leading to—						Pedagogical course.	Business course.	Other special or partial courses.
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	A. B. degree.	B. S. degree.	B. L. degree.	Ph. B. degree.	C. E. degree.	Other first degrees.			
South Atlantic Division—Continued.																						
North Carolina	11	635	230	931	88	17	0	226	8	112	179	1,899	508	678	180	26	71	21	26	100	122	37
South Carolina	9	398	55	611	15	13	0	61	0	73	140	1,154	210	239	72	......	18	......	......	65	29	......
Georgia	7	(84) 202	5	(75) 619	32	5	0	185	0	392	596	1,455	697	469	96	0	9	24	24	102	106	6
Florida	4	232	231	40	42	0	0	0	0	0	0	272	273	23	5	14	1	0	0	2	2	14
South Central Division:																						
Kentucky	13	697	207	1,046	198	5	0	361	0	0	0	2,109	405	249	233	46	......	14	......	71	124	40
Tennessee	24	(40) 1,521	653	1,905	431	48	1	954	3	219	403	(40) 4,565	1,489	492	516	56	29	67	......	395	162	38
Alabama	7	384	425	778	109	4	0	30	0	......	......	1,196	534	223	161	......	......	33	......	96	22	49
Mississippi	5	303	74	309	107	16	4	47	0	82	122	757	329	95	127	4	0	0	47	134	25	7
Louisiana	10	619	128	756	172	15	1	513	0	701	916	2,604	1,217	454	300	......	......	......	......	215	226	122
Texas	12	923	672	1,067	581	8	1	143	6	97	99	2,188	1,358	227	65	67	10	23	8	90	120	79
Arkansas	5	266	147	151	107	......	......	50	0	(178) 18	28	(178) 573	331	61	62	......	28	......	40	48	12	......
North Central Division:																						
Ohio	37	(130) 2,959	1,291	2,798	1,231	a230	b28	1,246	18	(704) 505	905	(843) 7,767	3,580	1,588	474	454	620	58	225	522	750	328
Indiana	15	(164) 1,138	832	(6) 1,432	459	c46	d10	309	28	(55) 89	220	3,161	1,120	756	313	44	172	5	......	126	51	114
Illinois	28	(26) 2,654	1,174	1,952	749	e516	f14	2,303	83	(71) 487	580	(97) 7,833	2,542	936	955	169	185	0	2	248	713	392
Michigan	11	818	421	1,402	746	g73	h29	1,248	95	173	406	3,687	1,697	341	119	162	191	32	50	189	137	13
Wisconsin	9	531	146	1,108	264	i30	j26	312	4	149	32	2,130	472	484	141	235	45	35	195	14	293	318
Minnesota	11	504	262	786	339	30	c21	476	17	287	182	2,173	821	263	177	182	44	30	49	111	284	108
Iowa	22	1,567	1,229	1,285	715	f42	d20	697	42	(284) 448	751	(284) 4,002	2,756	650	599	95	317	89	43	201	617	625
Missouri	27	1,766	740	1,333	674	48	8	267	0	565	898	3,976	1,815	680	269	50	87	9	40	275	541	139
North Dakota	3	107	86	22	16	......	......	1	0	......	......	130	102	23	12	3	......	......	......	47	25	......
South Dakota	6	(152) 219	188	(11) 77	45	......	......	......	......	(32) 75	91	(224) 416	368	69	18	2	19	......	......	137	112	118
Nebraska	8	588	269	305	152	24	8	74	4	123	266	1,103	698	155	125	83	8	......	......	84	86	85
Kansas	16	(288) 956	543	(18) 694	230	k13	l12	79	4	(182 338	558	(34) 2,321	1,590	396	254	59	35	18	......	137	345	68

Western Division:																						
Montana	1	28	48	6	8	......	......	......	......	95	18	58	69	7	8	......	......	......	......	......	16	9
Wyoming	1	21	18	5	8	0	0	0	0	11	12	87	88	......	......	8	5	......	......	......	......	23
Colorado	4	179	148	82	50	8	1	48	4	(583) 68	5	(583) 374	203	58	18	16	18	0	0	0	392	27
Utah	1	47	48	18	4	......	......	......	......	121	102	181	154	......	......	......	......	......	......	95	......	......
Nevada	1	46	69	31	17	......	......	......	......	......	......	77	86	33	15	0	0	0	0	85	61	19
Washington	4	253	128	42	31	......	......	4	......	82	116	381	275	23	29	10	......	......	......	46	52	1
Oregon	6	261	211	227	149	......	......	120	3	23	133	631	496	247	19	10	......	......	2	53	67	62
California	14	1,054	899	972	214	27	5	568	19	(78) 124	116	(78) 2,500	730	298	322	82	177	9	10	27	244	93

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[a] Includes 175 nonresidents.
[b] Includes 7 nonresidents.
[c] Includes 2 nonresidents.
[d] Includes 1 nonresident.

[e] Includes 465 nonresidents.
[f] Includes 3 nonresidents.
[g] Includes 38 nonresidents.
[h] Includes 14 nonresidents.

[i] Includes 17 nonresidents.
[j] Includes 13 nonresidents.
[k] Includes 5 nonresidents.
[l] Includes 6 nonresidents.

This table shows that the total number of students in attendance upon all the courses of study of the several institutions was 124,684, of which number 29,734, or almost 24 per cent, were women. Of the 47,535 students in the regular college departments almost 20 per cent were women. The number of students in the graduate departments shows a marked increase over last year's figures. As will be seen by the footnotes appended to the above table, 930 of the graduate students were non-residents; that is, students pursuing advanced courses of study at their homes or places other than the institutions at which their names are enrolled. The total number of students enrolled in graduate departments was 2,863, of which number but 8.6 per cent were women.

Notwithstanding the considerable increase in the number of institutions, it is found that the number of students in the preparatory departments was less than during the preceding year. The University of Kansas reports that no preparatory work will be done by that institution after the close of the year 1890-'91. This goes to show that the academies and high schools are now able and willing to prepare students for the freshman class of the university, thus allowing the entire force of the university to be devoted to college and university work.

The number of students in the several degree and other courses is also given in the above table. As will be seen, a large number of students were enrolled in normal and business courses. Besides these, there are also courses in music, art, etc., in a large number of the institutions.

The following table shows the percentage of college students in the several degree courses offered by 368 universities and colleges:

TABLE 4.—*Per cent of college students in the several degree courses in 1890-'91.*

State or Territory.	Number of colleges reporting classification of students.	Number of undergraduate college students.	Per cent of college students in regular degree courses.	Per cent of students in regular degree courses pursuing courses leading to—					
				A. B. degree.	B. S. degree.	B. L. degree.	Ph. B. degree.	C. E. degree.	Other first degrees.
United States	368	41,215	87.0	58.4	20.8	6.3	7.5	3.0	4.0
North Atlantic Division	70	13,744	91.1	71.7	12.2	2.0	4.4	4.3	5.4
South Atlantic Division	50	4,168	89.6	82.5	9.2	1.8	2.7	2.5	1.3
South Central Division	51	4,724	78.9	48.3	39.3	4.6	1.7	3.7	2.4
North Central Division	168	16,807	86.1	44.5	25.8	11.3	12.3	1.9	4.2
Western Division	29	1,772	79.8	46.8	28.7	8.9	14.1	0.6	0.9
North Atlantic Division:									
Maine	3	510	99.2	100.0	0	0	0	0	0
New Hampshire	1	256	100.0	75.8	......	24.2	......	......	......
Vermont	2	239	96.2	47.4	26.1	0	13.5	13.0	0
Massachusetts	9	2,720	90.4	94.3	2.6	......	1.1	......	2.0
Rhode Island	1	326	82.2	79.9	0	0	20.1	0	0
Connecticut	3	1,204	96.5	94.7	5.2	0	......	0	0.1
New York	23	4,464	90.7	56.7	18.7	3.1	6.7	4.8	10.5
New Jersey	5	1,101	87.7	74.3	14.9	......	......	8.0	2.8
Pennsylvania	23	2,924	90.0	57.6	16.7	2.4	6.5	10.0	6.8
South Atlantic Division:									
Delaware	1	81	100.0	71.6	3.7	0	0	24.7	0
Maryland	10	889	90.0	97.9	2.1	......	......	......	......
District of Columbia	3	162	96.9	100.0	......	......	......	......	......
Virginia	5	663	88.4	93.7	3.4	0.3	......	2.6	......
West Virginia	3	263	61.6	75.9	......	15.4	......	8.7	......
North Carolina	11	1,019	93.3	71.3	13.7	2.7	7.5	2.2	2.6
South Carolina	7	363	90.6	72.6	21.9	......	5.5	......	......
Georgia	6	646	96.6	75.2	15.7	0	1.5	3.8	3.8
Florida	4	82	52.4	73.5	11.6	32.6	2.3	0	0
South Central Division:									
Kentucky	8	708	76.6	45.9	43.0	8.5	......	2.6	......
Tennessee	16	1,407	82.4	42.4	44.5	4.8	2.5	5.8	......
Alabama	5	582	71.5	53.5	38.6	......	......	7.9	......
Mississippi	4	273	100.0	34.8	46.5	1.5	0	0	17.2
Louisiana	9	850	88.7	60.2	39.8	......	......	......	......
Texas	7	718	55.0	57.5	16.4	17.0	2.5	5.8	0.8
Arkansas	2	186	100.0	32.8	33.3	......	12.4	......	21.5

TABLE 4.—*Per cent of college students in the several degree courses in 1890-'91*—Cont'd.

State or Territory.	Number of colleges reporting classification of students.	Number of undergraduate college students.	Per cent of college students in regular degree courses.	Per cent of students in regular degree courses pursuing courses leading to—					
				A. B. Degree.	B. S. Degree.	B. L. Degree.	Ph. B. Degree.	C. E. Degree.	Other first degrees.
North Central Division:									
Ohio	33	4,096	83.4	46.3	13.9	13.3	18.2	1.7	6.6
Indiana	12	1,413	91.3	58.6	24.3	3.4	13.3	0.4	......
Illinois	25	2,394	91.8	42.6	43.5	7.7	6.1	0	0.1
Michigan	9	1,724	88.9	32.0	26.0	16.8	19.8	2.1	3.3
Wisconsin	8	1,232	88.1	40.0	13.0	21.7	4.1	3.2	18.0
Minnesota	9	1,054	70.7	35.3	23.8	24.4	5.9	4.0	6.6
Iowa	21	1,973	90.9	36.2	33.4	5.3	17.7	5.0	2.4
Missouri	21	1,427	79.5	59.9	23.7	4.4	7.7	0.8	3.5
North Dakota	3	38	100.0	60.5	31.6	7.9	......	......	......
South Dakota	5	133	81.2	63.9	16.7	1.8	17.6	......	......
Nebraska	7	447	83.0	41.8	33.7	22.3	2.2	......	......
Kansas	15	876	87.0	52.0	33.3	7.7	4.6	2.4	......
Western Division:									
Montana	1	13	76.9	70.0	30.0	......	......	......	......
Wyoming	1	13	100.0	......	......	61.5	38.5	......	......
Colorado	4	132	79.5	50.5	17.1	15.3	17.1	0	0
Nevada	1	48	100.0	68.8	31.2	0	0	0	0
Washington	3	67	92.5	37.1	46.8	16.1	......	......	......
Oregon	5	347	80.1	88.9	6.8	3.6	......	......	0.7
California	12	1,152	77.9	33.2	35.9	9.1	19.7	1.0	1.1

RATIO OF COLLEGE STUDENTS TO POPULATION.

The ratio of college students to population is an important item of information, and one which is frequently called for by correspondents of the Bureau. The ratio of the total number of college students to the total population of the country is easily obtained, but to arrive at the ratio for any one State or section of the country requires the expenditure of a considerable amount of time, though this is undoubtedly justified by the facts obtained.

This office possesses as complete a file of the catalogues of the colleges as it has been possible to obtain, and these have been fully examined for the purposes of this investigation. It has been necessary to examine each catalogue to find the State residences of the students enrolled in the institutions of each State. Satisfactory information respecting the students was obtained from the catalogues of but 361 institutions. This was due to the fact that some institutions do not publish the residence of the students, while others, though giving the residence of the students, do not distinguish between college and other students. Students in the collegiate departments only have been considered, all preparatory and professional students having been excluded. Technological schools are not included.

To give the residence of students in each individual institution concerned would require more space than can be given to the subject. Therefore the results of the investigation have been somewhat condensed, the State residences of students attending the colleges of the several States being given.

The first part of the table, pp. 822-826, gives merely the State residences of the students, while the ratio of college students to the population will be found on p. 827.

We find that frequently a ratio of college students to population for the several States is obtained by dividing the population of the several States by the number of students attending college in the respective States. In order to show the difference between the results obtained by each method, both have been here employed, and the results obtained embodied in the table.

It will be seen, for example, that although there are 1,773 students in the colleges of Connecticut, only 802 students from Connecticut were enrolled in the 361 institutions included in Table 5, showing that while the real ratio in this case is 930, the one given to the State by the other method is 421. In the case of Delaware more students of the State attend the colleges of the country than are enrolled in the college of the State. Similar instances will be found throughout the table.

TABLE 5.—*Showing residence (or domicile) of students attending college in the several States.*

NORTH ATLANTIC DIVISION.

State or Territory in which college is situated.	Number of colleges in State.	Residence (or domicile) of students.									
		Maine.	New Hampshire.	Vermont.	Massachusetts.	Rhode Island.	Connecticut.	New York.	New Jersey.	Pennsylvania.	Total in North Atlantic Division.
United States	361	654	403	439	2,611	347	802	5,506	1,005	3,491	15,258
North Atlantic Division	68	629	384	425	2,517	327	755	5,248	948	3,124	14,357
South Atlantic Division	46	7	5	3	41	14	21	84	37	123	335
South Central Division	60	1	1	0	2	1	0	2	3	9	19
North Central Division	161	16	10	10	46	5	25	161	16	229	518
Western Division	26	1	3	1	5	0	1	11	1	6	29
North Atlantic Division:											
Maine	3	418	23	7	40	1	0	7	1	1	498
New Hampshire	1	26	168	82	46	6	1	8	1	1	339
Vermont	2	0	3	177	9	0	0	25	0	0	214
Massachusetts	9	131	137	107	2,124	67	150	607	85	148	3,556
Rhode Island	1	1	14	11	72	210	19	24	9	12	372
Connecticut	3	34	25	23	105	16	522	401	87	116	1,329
New York	20	13	10	17	93	21	54	3,842	248	200	4,498
New Jersey	4	0	2	0	3	1	1	216	415	200	838
Pennsylvania	25	6	2	1	25	5	8	118	102	2,446	2,713
South Atlantic Division:											
Delaware	1	0	0	0	0	0	0	0	0	1	1
Maryland	7	6	2	2	34	13	17	53	34	67	228
District of Columbia	3	0	3	0	5	1	2	16	1	12	40
Virginia	7	1	0	1	0	0	0	6	0	8	16
West Virginia	3	0	0	0	0	0	1	8	1	33	43
North Carolina	9	0	0	0	0	0	1	1	0	2	4
South Carolina	7	0	0	0	1	0	0	0	1	0	2
Georgia	5	0	0	0	0	0	0	0	0	0	0
Florida	4	0	0	0	1	0	0	0	0	0	1
South Central Division:											
Kentucky	11	0	1	0	0	0	0	0	0	1	2
Tennessee	20	1	0	0	2	0	0	2	3	8	16
Alabama	5	0	0	0	0	1	0	0	0	0	1
Mississippi	4	0	0	0	0	0	0	0	0	0	0
Louisiana	9	0	0	0	0	0	0	0	0	0	0
Texas	8	0	0	0	0	0	0	0	0	0	0
Arkansas	3	0	0	0	0	0	0	0	0	0	0
North Central Division:											
Ohio	32	1	3	5	20	1	11	60	6	143	250
Indiana	11	1	0	0	2	0	1	3	2	12	21
Illinois	25	0	0	2	4	1	4	22	3	14	50
Michigan	10	12	4	2	7	2	4	55	1	32	119
Wisconsin	6	0	1	0	1	0	2	8	1	4	17
Minnesota	9	1	1	1	3	1	2	4	1	3	17
Iowa	21	1	0	0	6	0	0	5	1	6	19
Missouri	22	0	0	0	0	0	0	2	1	12	15
North Dakota	2	0	0	0	0	0	0	0	0	0	0
South Dakota	5	0	0	0	0	0	0	0	0	0	0
Nebraska	5	0	1	0	1	0	1	1	0	1	5
Kansas	13	0	0	0	2	0	0	1	0	2	5
Western Division:											
Montana	1	0	0	0	0	0	0	1	0	0	1
Wyoming	1	0	0	0	0	0	0	0	0	0	0
Colorado	2	0	0	0	2	0	0	1	0	2	5
Utah	1	0	0	0	0	0	0	0	0	0	0
Nevada	1	0	0	0	0	0	0	0	0	0	0
Washington	4	0	0	0	0	0	0	0	0	0	0
Oregon	5	0	0	0	0	0	0	0	0	0	0
California	11	1	3	1	3	0	1	9	1	4	23

TABLE 5.—*Showing residence (or domicile) of students attending college in the several States*—Continued.

SOUTH ATLANTIC DIVISION.

State or Territory in which college is situated.	Number of colleges in State.	Residence (or domicile) of students.									
		Delaware.	Maryland.	District of Columbia.	Virginia.	West Virginia.	North Carolina.	South Carolina.	Georgia.	Florida.	Total in South Atlantic Division.
United States	361	177	781	292	944	266	822	694	681	133	4,790
North Atlantic Division	68	77	218	112	66	33	51	38	37	11	643
South Atlantic Division	46	97	541	154	809	188	744	635	587	101	3,856
South Central Division	60	1	2	0	53	2	22	19	52	13	164
North Central Division	161	2	20	26	16	43	5	2	5	8	127
Western Division	26	0	0	0	0	0	0	0	0	0	0
North Atlantic Division:											
Maine	3	0	0	0	1	2	0	0	0	0	3
New Hampshire	1	0	0	1	0	0	0	0	0	0	1
Vermont	2	0	0	1	1	0	0	0	0	0	2
Massachusetts	9	11	6	46	9	3	8	3	5	3	94
Rhode Island	1	0	0	0	1	0	0	0	1	0	2
Connecticut	3	16	17	12	1	1	1	4	5	3	60
New York	20	5	9	24	14	5	6	11	8	3	85
New Jersey	4	8	32	14	0	2	4	5	6	1	72
Pennsylvania	25	37	154	14	39	20	32	15	12	1	324
South Atlantic Division:											
Delaware	1	76	4	0	0	0	0	0	0	0	80
Maryland	7	20	483	28	37	15	26	5	6	2	622
District of Columbia	3	0	14	125	22	5	3	4	3	0	176
Virginia	7	0	37	1	721	42	36	19	25	7	888
West Virginia	3	1	3	0	9	115	1	0	0	0	129
North Carolina	9	0	0	0	19	0	650	72	7	2	750
South Carolina	7	0	0	0	1	11	26	525	8	0	571
Georgia	5	0	0	0	0	0	2	10	538	11	561
Florida	4	0	0	0	0	0	0	0	0	79	79
South Central Division:											
Kentucky	11	0	1	0	10	2	4	1	4	0	22
Tennessee	20	1	1	0	39	0	17	16	33	9	116
Alabama	5	0	0	0	1	0	1	0	11	3	16
Mississippi	4	0	0	0	0	0	0	0	0	1	1
Louisiana	9	0	0	0	3	0	0	0	0	0	3
Texas	8	0	0	0	0	0	0	0	3	0	3
Arkansas	3	0	0	0	0	0	0	2	1	0	3
North Central Division:											
Ohio	32	0	15	13	11	36	1	2	2	0	80
Indiana	11	0	0	0	1	0	0	0	0	0	1
Illinois	25	0	2	1	0	0	0	0	0	2	5
Michigan	10	1	2	9	3	6	3	0	3	4	31
Wisconsin	6	0	0	1	0	0	0	0	0	0	1
Minnesota	9	0	0	1	0	0	1	0	0	1	3
Iowa	21	0	0	0	1	0	0	0	0	0	1
Missouri	22	0	1	1	0	1	0	0	0	1	4
North Dakota	2	0	0	0	0	0	0	0	0	0	0
South Dakota	5	0	0	0	0	0	0	0	0	0	0
Nebraska	5	0	0	0	0	0	0	0	0	0	0
Kansas	13	1	0	0	0	0	0	0	0	0	1
Western Division:											
Montana	1	0	0	0	0	0	0	0	0	0	0
Wyoming	1	0	0	0	0	0	0	0	0	0	0
Colorado	2	0	0	0	0	0	0	0	0	0	0
Utah	1	0	0	0	0	0	0	0	0	0	0
Nevada	1	0	0	0	0	0	0	0	0	0	0
Washington	4	0	0	0	0	0	0	0	0	0	0
Oregon	5	0	0	0	0	0	0	0	0	0	0
California	11	0	0	0	0	0	0	0	0	0	0

TABLE 5.—*Showing residence (or domicile) of students attending college in the several States*—Continued.

SOUTH CENTRAL DIVISION.

State or Territory in which college is situated.	Number of colleges in State.	Residence (or domicile) of students.									
		Kentucky.	Tennessee.	Alabama.	Mississippi.	Louisiana.	Texas.	Arkansas.	Oklahoma.	Indian Territory.	Total in South Central Division.
United States	361	1,194	1,480	665	537	1,106	919	153	4	20	6,078
North Atlantic Division	68	85	47	14	8	18	38	11	0	2	223
South Atlantic Division	46	64	60	28	20	23	48	16	0	4	263
South Central Division	60	975	1,350	612	503	1,061	802	96	0	6	5,405
North Central Division	161	68	23	11	6	4	31	29	4	8	184
Western Division	26	2	0	0	0	0	0	1	0	0	3
North Atlantic Division:											
Maine	3	0	0	0	0	0	0	0	0	0	0
New Hampshire	1	0	1	0	1	0	0	0	0	1	3
Vermont	2	0	0	0	0	0	0	0	0	0	0
Massachusetts	9	22	8	6	1	6	8	3	0	0	54
Rhode Island	1	1	2	1	0	0	0	0	0	0	4
Connecticut	3	15	10	1	0	3	1	0	0	0	30
New York	20	16	10	4	3	6	10	5	0	1	55
New Jersey	4	18	7	1	3	3	9	0	0	0	41
Pennsylvania	25	13	9	1	0	0	10	3	0	0	36
South Atlantic Division:											
Delaware	1	0	0	0	0	0	0	0	0	0	0
Maryland	7	17	1	4	2	1	1	0	0	0	26
District of Columbia	3	2	1	3	2	0	9	3	0	0	20
Virginia	7	34	48	12	14	21	28	13	0	3	173
West Virginia	3	10	0	0	0	0	2	0	0	0	12
North Carolina	9	0	3	1	0	0	1	0	0	1	6
South Carolina	7	0	6	3	0	1	2	0	0	0	12
Georgia	5	1	1	5	2	0	4	0	0	0	13
Florida	4	0	0	0	0	0	1	0	0	0	1
South Central Division:											
Kentucky	11	906	29	2	9	11	24	18	0	0	999
Tennessee	20	65	1,314	32	76	28	47	36	0	4	1,602
Alabama	5	0	2	572	41	83	4	0	0	0	702
Mississippi	4	3	4	6	341	17	2	9	0	0	382
Louisiana	9	0	0	0	31	919	9	6	0	0	965
Texas	8	1	0	0	3	3	716	4	0	1	728
Arkansas	3	0	1	0	2	0	0	23	0	1	27
North Central Division:											
Ohio	32	22	8	4	1	0	3	4	1	3	46
Indiana	11	28	2	1	1	1	4	2	0	0	39
Illinois	25	11	3	2	1	1	8	2	1	2	31
Michigan	10	4	6	1	2	0	2	1	0	0	16
Wisconsin	6	2	0	1	0	0	1	0	0	0	4
Minnesota	9	0	1	0	0	0	0	0	0	0	1
Iowa	21	0	1	0	0	2	3	0	0	0	6
Missouri	22	1	0	2	1	0	7	20	0	3	34
North Dakota	2	0	0	0	0	0	0	0	0	0	0
South Dakota	5	0	0	0	0	0	0	0	0	0	0
Nebraska	5	0	0	0	0	0	0	0	0	0	0
Kansas	13	0	2	0	0	0	3	0	2	0	7
Western Division:											
Montana	1	0	0	0	0	0	0	0	0	0	0
Wyoming	1	0	0	0	0	0	0	0	0	0	0
Colorado	2	1	0	0	0	0	0	0	0	0	1
Utah	1	0	0	0	0	0	0	0	0	0	0
Nevada	1	0	0	0	0	0	0	0	0	0	0
Washington	4	0	0	0	0	0	0	0	0	0	0
Oregon	5	0	0	0	0	0	0	0	0	0	0
California	11	1	0	0	0	0	0	1	0	0	2

TABLE 5.—*Showing residence (or domicile) of students attending college in the several States*—Continued.

NORTH CENTRAL DIVISION.

State or Territory in which college is situated.	Number of colleges in State.	Residence (or domicile) of students.												
		Ohio.	Indiana.	Illinois.	Michigan.	Wisconsin.	Minnesota.	Iowa.	Missouri.	North Dakota.	South Dakota.	Nebraska.	Kansas.	Total in North Central Division.
United States	361	3,724	1,556	2,962	1,514	1,237	1,036	2,106	1,765	63	183	554	985	17,685
North Atlantic Division	68	470	94	468	110	102	110	94	128	3	10	43	64	1,696
South Atlantic Division	46	82	18	24	14	8	8	14	42	1	3	5	6	225
South Central Division	60	22	12	26	4	1	2	2	27	1	0	3	5	105
North Central Division	161	3,148	1,398	2,432	1,378	1,125	912	1,983	1 562	57	169	501	908	15,573
Western Division	26	2	34	12	8	1	4	13	6	1	1	2	2	86
North Atlantic Division:														
Maine	3	2	0	3	0	1	0	0	0	0	0	0	0	6
New Hampshire	1	4	0	8	0	0	2	0	0	0	0	5	0	19
Vermont	2	1	0	1	1	1	2	0	0	0	0	0	0	6
Massachusetts	9	169	35	191	32	40	37	44	88	1	4	11	31	633
Rhode Island	1	5	1	2	3	5	0	2	0	0	1	0	1	20
Connecticut	3	68	10	90	20	7	26	8	36	0	1	4	7	277
New York	20	106	25	118	44	41	34	22	29	0	4	13	11	447
New Jersey	4	28	9	29	8	7	5	8	13	1	0	8	4	120
Pennsylvania	25	87	14	26	2	0	4	10	12	1	0	2	10	168
South Atlantic Division:														
Delaware	1	0	0	1	0	0	0	0	0	0	0	0	0	1
Maryland	7	22	8	17	10	7	6	9	2	1	8	3	3	91
District of Columbia	3	6	3	6	2	1	2	3	2	0	0	1	1	27
Virginia	7	4	0	0	0	0	0	2	22	0	0	0	0	28
West Virginia	3	49	7	0	2	0	0	0	16	0	0	0	2	76
North Carolina	9	0	0	0	0	0	0	0	0	0	0	1	0	1
South Carolina	7	0	0	0	0	0	0	0	0	0	0	0	0	0
Georgia	5	0	0	0	0	0	0	0	0	0	0	0	0	0
Florida	4	1	0	0	0	0	0	0	0	0	0	0	0	1
South Central Division:														
Kentucky	11	10	10	6	0	0	0	2	10	0	0	0	3	41
Tennessee	20	12	2	17	4	1	1	0	16	1	0	3	2	59
Alabama	5	0	0	1	0	0	0	0	0	0	0	0	0	1
Mississippi	4	0	0	1	0	0	0	0	0	0	0	0	0	1
Louisiana	9	0	0	1	0	0	1	0	1	0	0	0	0	3
Texas	8	0	0	0	0	0	0	0	0	0	0	0	0	0
Arkansas	3	0	0	0	0	0	0	0	0	0	0	0	0	0
North Central Division:														
Ohio	32	2,911	68	91	58	39	12	41	23	0	7	7	20	3,277
Indiana	11	38	1,193	83	7	2	3	12	20	1	0	4	9	1,372
Illinois	25	41	54	1,808	30	42	23	102	73	1	8	35	32	2,249
Michigan	10	119	66	239	1,265	34	21	64	13	0	13	19	30	1,883
Wisconsin	6	15	10	70	5	930	13	29	2	2	8	1	3	1,088
Minnesota	9	3	0	12	5	38	708	26	5	25	8	1	2	923
Iowa	21	12	2	71	7	37	35	1,677	22	3	6	33	23	1,928
Missouri	22	6	2	39	0	0	3	8	1,389	0	1	7	55	1,510
North Dakota	2	0	0	0	0	0	2	0	0	22	1	0	0	25
South Dakota	5	0	0	1	1	1	1	8	0	3	122	4	0	141
Nebraska	5	0	2	8	0	0	0	10	0	0	0	378	4	402
Kansas	13	3	1	10	0	2	1	6	15	0	0	12	730	780
Western Division:														
Montana	1	0	0	0	0	0	0	0	0	0	0	0	0	2
Wyoming	1	0	0	0	0	0	0	2	0	0	0	0	0	0
Colorado	2	0	0	1	4	0	0	0	0	0	0	0	0	5
Utah	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Nevada	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Washington	4	0	0	0	0	0	0	0	0	0	0	0	0	0
Oregon	5	0	0	0	0	0	0	0	0	0	0	0	0	0
California	11	2	34	11	4	1	4	11	6	1	1	2	2	79

TABLE 5.—*Showing residence (or domicile) of students attending college in the several States*—Continued.

WESTERN DIVISION.

State or Territory in which college is situated.	Number of colleges in State.	Residence (or domicile) of students.													Total number of students in colleges.
		Montana.	Wyoming.	Colorado.	New Mexico.	Arizona.	Utah.	Nevada.	Idaho.	Washington.	Oregon.	California.	Total in Western Division.	Foreign countries.	
United States	361	59	25	189	11	10	51	58	14	146	351	1,207	2,121	542	40,474
North Atlantic Division	68	13	3	49	4	1	10	1	5	13	12	87	196	260	17,377
South Atlantic Division	46	0	0	3	0	2	1	0	0	1	1	14	22	25	4,724
South Central Division	60	1	0	4	1	0	1	0	1	1	2	5	16	43	5,752
North Central Division	161	16	7	51	5	5	18	2	4	26	10	39	183	188	16,773
Western Division	26	29	15	82	1	2	21	55	4	105	326	1,062	1,702	26	1,846
North Atlantic Division:															
Maine	3	0	0	2	0	0	0	0	0	0	0	0	2	2	511
New Hampshire	1	0	0	0	0	0	0	0	0	0	0	1	1	1	364
Vermont	2	0	0	0	0	0	0	0	0	0	0	0	0	10	232
Massachusetts	9	3	2	14	0	0	5	1	0	3	5	36	69	63	4,469
Rhode Island	1	0	0	0	0	0	0	0	0	0	0	1	1	4	403
Connecticut	3	5	0	14	1	1	2	0	1	7	2	24	57	20	1,773
New York	20	3	1	13	0	0	3	0	4	1	1	18	44	91	5,220
New Jersey	4	1	0	2	0	0	0	0	0	0	3	4	10	32	1,113
Pennsylvania	25	1	0	4	3	0	0	0	0	2	1	3	14	37	3,292
South Atlantic Division:															
Delaware	1	0	0	0	0	0	0	0	0	0	0	0	0	0	82
Maryland	7	0	0	0	0	2	1	0	0	0	0	5	8	15	990
District of Columbia	3	0	0	3	0	0	0	0	0	0	0	5	8	2	273
Virginia	7	0	0	0	0	0	0	0	0	1	1	3	5	4	1,114
West Virginia	3	0	0	0	0	0	0	0	0	0	0	1	1	4	265
North Carolina	9	0	0	0	0	0	0	0	0	0	0	0	0	0	761
South Carolina	7	0	0	0	0	0	0	0	0	0	0	0	0	0	585
Georgia	5	0	0	0	0	0	0	0	0	0	0	0	0	0	574
Florida	4	0	0	0	0	0	0	0	0	0	0	0	0	0	82
South Central Division:															
Kentucky	11	1	0	2	0	0	0	0	0	0	1	0	4	5	1,073
Tennessee	20	0	0	1	1	0	1	0	1	1	1	4	10	17	1,820
Alabama	5	0	0	0	0	0	0	0	0	0	0	0	0	18	733
Mississippi	4	0	0	1	0	0	0	0	0	0	0	0	1	0	385
Louisiana	9	0	0	0	0	0	0	0	0	0	0	1	1	8	980
Texas	8	0	0	0	0	0	0	0	0	0	0	0	0	0	731
Arkansas	3	0	0	0	0	0	0	0	0	0	0	0	0	0	30
North Central Division:															
Ohio	32	1	0	9	0	2	3	1	2	5	1	7	31	53	3,737
Indiana	11	0	0	4	0	0	1	0	0	1	1	4	11	18	1,492
Illinois	25	0	3	6	0	1	1	0	0	4	5	11	31	42	2,408
Michigan	10	6	1	15	0	0	8	0	0	2	1	9	42	36	2,127
Wisconsin	6	1	0	1	0	0	0	0	0	3	0	0	5	6	1,116
Minnesota	9	3	0	2	0	0	1	0	1	3	0	2	12	11	967
Iowa	21	0	0	3	0	0	2	1	0	5	0	3	14	10	1,978
Missouri	22	4	0	3	3	0	1	0	1	3	0	3	18	10	1,591
North Dakota	2	0	0	0	0	0	0	0	0	0	1	0	1	0	26
South Dakota	5	1	0	0	0	0	0	0	0	0	0	0	1	0	142
Nebraska	5	0	3	0	0	0	1	0	0	0	0	0	4	0	411
Kansas	13	0	0	8	2	2	0	0	0	0	1	0	13	2	808
Western Division:															
Montana	1	25	0	0	0	0	1	0	1	0	0	0	27	0	30
Wyoming	1	0	14	0	0	0	0	0	0	0	0	0	14	0	14
Colorado	2	0	1	80	1	0	1	0	0	0	0	0	83	1	95
Utah	1	0	0	0	0	0	17	0	0	0	0	0	17	0	17
Nevada	1	0	0	0	0	0	0	45	0	0	0	3	48	0	48
Washington	4	1	0	1	0	0	0	0	2	66	4	0	74	0	74
Oregon	5	0	0	0	0	0	0	0	1	15	299	1	316	0	316
California	11	3	0	1	0	2	2	10	0	24	23	1,058	1,123	25	1,252

TABLE 6.—*Showing (a) the ratio of college students to the population of the States in which they reside; (b) the ratio of college students to the population of the States in which they attend college.*

State or Territory.	Population, 1890.	Number of students from the several States in 361 colleges.	Ratio of college students to population, *i. e.*, number of people to each college student.	Number of students in the colleges of the several States.	Ratio of college students to population, *i. e.*, number of people to each college student.
United States	62, 622, 250	45, 932	1, 363	46, 474	1, 347
North Atlantic Division	17, 401, 545	15, 258	1, 140	17, 377	1, 001
South Atlantic Division	8, 857, 920	4, 790	1, 849	4, 726	1, 874
South Central Division	10, 972, 893	6, 078	1, 805	5, 752	1, 906
North Central Division	22, 362, 279	17, 685	1, 265	16, 773	1, 333
Western Division	3, 027, 613	2, 121	1, 427	1, 846	1, 640
North Atlantic Division:					
Maine	661, 086	654	1, 011	511	1, 294
New Hampshire	376, 530	403	934	364	1, 034
Vermont	332, 422	439	757	232	1, 433
Massachusetts	2, 238, 943	2, 611	858	4, 469	501
Rhode Island	345, 506	347	996	403	857
Connecticut	746, 258	802	930	1, 773	421
New York	5, 997, 853	5, 506	1, 089	5, 220	1, 149
New Jersey	1, 444, 933	1, 005	1, 438	1, 113	1, 298
Pennsylvania	5, 258, 014	3, 491	1, 506	3, 292	1, 597
South Atlantic Division:					
Delaware	168, 493	177	952	82	2, 055
Maryland	1, 042, 390	781	1, 335	990	1, 053
District of Columbia	230, 392	292	789	278	844
Virginia	1, 655, 980	944	1, 754	1, 114	1, 487
West Virginia	762, 794	266	2, 871	265	2, 878
North Carolina	1, 617, 947	822	1, 968	761	2, 126
South Carolina	1, 151, 149	694	1, 659	585	1, 968
Georgia	1, 837, 353	681	2, 698	574	3, 201
Florida	391, 422	133	2, 943	82	4, 773
South Central Division:					
Kentucky	1, 858, 635	1, 194	1, 557	1, 073	1, 732
Tennessee	1, 767, 518	1, 480	1, 194	1, 820	971
Alabama	1, 513, 017	665	2, 275	733	2, 064
Mississippi	1, 289, 600	537	2, 401	385	3, 350
Louisiana	1, 118, 587	1, 106	1, 011	980	1, 141
Texas	2, 235, 523	919	2, 433	731	3, 058
Arkansas	1, 128, 179	153	7, 374	30	37, 606
Oklahoma	61, 834	4	15, 458	....	....
Indian Territory	....	20	....	....	....
North Central Division:					
Ohio	3, 672, 316	3, 724	986	3, 737	983
Indiana	2, 192, 404	1, 556	1, 409	1, 462	1, 500
Illinois	3, 826, 351	2, 962	1, 292	2, 408	1, 589
Michigan	2, 093, 889	1, 514	1, 383	2, 127	984
Wisconsin	1, 686, 880	1, 237	1, 364	1, 116	1, 512
Minnesota	1, 301, 826	1, 036	1, 257	967	1, 346
Iowa	1, 911, 896	2, 106	908	1, 978	967
Missouri	2, 679, 184	1, 765	1, 518	1, 591	1, 684
North Dakota	182, 719	63	2, 900	26	7, 028
South Dakota	328, 808	183	1, 797	142	2, 316
Nebraska	1, 058, 910	554	1, 911	411	2, 576
Kansas	1, 427, 096	985	1, 449	808	1, 766
Western Division:					
Montana	132, 159	59	2, 240	30	4, 405
Wyoming	60, 705	25	2, 828	14	4, 336
Colorado	412, 198	189	2, 181	95	4, 339
New Mexico	153, 593	11	13, 963	....	....
Arizona	59, 620	10	5, 962	....	....
Utah	207, 905	51	4, 077	17	12, 230
Nevada	45, 761	58	789	48	953
Idaho	84, 385	14	6, 027	....	....
Washington	349, 390	146	2, 393	74	4, 721
Oregon	313, 767	351	894	316	993
California	1, 208, 130	1, 207	1, 001	1, 253	965
Foreign countries	....	542	....	....	....

Libraries.—The following summary shows the number of volumes in the libraries of universities and colleges and the amount of benefactions received within the year:

TABLE 7.—*Summary of statistics concerning benefactions to and libraries in universities and colleges for 1890–'91.*

State or Territory.	Number of institutions.	Number of bound volumes in libraries.	Number of pamphlets in libraries.	Benefactions.
United States	430	4,542,902	796,333	$6,849,208
North Atlantic Division	73	2,201,228	432,749	2,933,656
South Atlantic Division	56	522,297	41,530	982,363
South Central Division	76	372,447	45,779	452,461
North Central Division	193	1,286,842	241,656	2,226,853
Western Division	32	160,088	34,619	258,875
North Atlantic Division:				
Maine	3	89,117	20,000	2,000
New Hampshire	1	72,000	....	....
Vermont	2	58,766	10,000	650
Massachusetts	9	571,150	172,500	384,355
Rhode Island	1	70,000	20,000	222,119
Connecticut	3	278,501	21,000	457,986
New York	23	636,552	52,909	1,391,276
New Jersey	5	108,062	1,200	25,000
Pennsylvania	26	317,080	135,140	450,270
South Atlantic Division:				
Delaware	1	4,500	300	....
Maryland	10	126,907	9,370	128,860
District of Columbia	4	68,000	....	....
Virginia	7	134,050	11,300	414,000
West Virginia	3	6,200	1,550	2,550
North Carolina	11	72,100	8,000	253,000
South Carolina	9	54,000	3,100	24,600
Georgia	7	49,300	7,650	149,350
Florida	4	7,240	260	10,003
South Central Division:				
Kentucky	13	55,910	6,087	131,200
Tennessee	24	100,531	15,792	53,448
Alabama	7	36,200	2,900	18,525
Mississippi	5	22,950	3,400	40,000
Louisiana	10	124,600	8,100	100,710
Texas	12	25,600	8,900	103,078
Arkansas	5	6,650	600	5,500
North Central Division:				
Ohio	37	303,272	48,900	418,189
Indiana	15	148,100	20,780	109,960
Illinois	28	177,173	28,827	141,127
Michigan	11	153,427	53,988	76,493
Wisconsin	9	94,900	6,750	205,380
Minnesota	11	53,221	1,500	143,000
Iowa	22	110,297	13,595	772,800
Missouri	27	134,015	45,650	163,965
North Dakota	3	5,700	2,400	7,040
South Dakota	6	10,539	1,724	28,512
Nebraska	8	33,366	4,092	66,097
Kansas	16	62,832	13,450	99,800
Western Division:				
Montana	1	1,200	100	....
Wyoming	1	2,300	1,000	....
Colorado	4	20,944	3,100	171,276
Utah	1	10,000	2,000	....
Nevada	1	1,932	247	....
Washington	4	7,700	4,630	8,849
Oregon	6	16,600	2,100	3,050
California	14	99,412	21,442	76,700

The number of bound volumes in the libraries, 4,542,902, shows an increase of 390,849 volumes during the past year. Besides the bound volumes, there were pamphlets to the number of 796,333 reported. This number should undoubtedly be very much larger than it is, for in a large number of the institutions the pamphlets are neither numbered nor catalogued, thus making it impossible to render a report of them.

Benefactions.—The amount of benefactions received by these institutions during the past year through gifts and bequests was $6,849,208. This does not include the famous Fayerweather bequest nor the large amounts given to the University of Chi-go. The former bequest not having been paid over to the several institutions rested during the year under consideration, it will be included in the report for

1891-'92. The amounts received by the University of Chicago will appear in the report for 1892-'93, the year of the opening of the institution. It will be seen that the North Atlantic division again fared better in the matter of benefactions than any of the other divisions, $2,933,656 being reported by thirty-four of the seventy-three institutions included in this section.

Degrees.—Excluding degrees in law, medicine, and theology, the total number of degrees conferred on examination in 1890-'91, as reported to this Bureau, was 6,452. The following summarized statement gives the name and number of each kind of degree conferred in the several States:

TABLE 8.—*Number of degrees in letters, science, and philosophy conferred on examination in 1890-'91, by universities and colleges.*

State or Territory.	A. B.	A. M.	B. L.	M. L.	B. S.	M. S.	D. Sc.	C. E. or B. C. E.	M. E. or B. M. E.
United States	3,350	603	349	2	1,007	42	2	147	84
North Atlantic Division	1,696	334	51	......	276	13	1	92	72
South Atlantic Division	384	40	12	......	38	......	......	10	......
South Central Division	257	60	26	......	117	2	......	14	1
North Central Division	943	162	250	2	514	26	1	29	11
Western Division	70	7	10	......	62	1	......	2	......
North Atlantic Division:									
Maine	114	41	......	......	......	......	......	......	......
New Hampshire	40	......	7	......	13	......	......	4	......
Vermont	22	......	......	......	3	......	......	5	......
Massachusetts	502	80	......	......	28	......	1	......	7
Rhode Island	51	6	......	......	......	......	......	......	......
Connecticut	242	18	......	......	10	3	......	3	......
New York	286	59	37	......	106	2	......	42	54
New Jersey	160	59	......	......	21	1	......	3	......
Pennsylvania	279	62	7	......	95	7	......	35	11
South Atlantic Division:									
Delaware	3	......	......	......	3	......	......	......	......
Maryland	95	11	4	......	2	......	......	......	......
District of Columbia	14	10	......	......	......	......	......	......	......
Virginia	65	9	2	......	......	......	......	......	......
West Virginia	21	......	3	......	3	......	......	3	......
North Carolina	51	6	3	......	11	......	......	4	......
South Carolina	61	3	......	......	10	......	......	......	......
Georgia	64	1	......	......	9	......	......	3	......
Florida	10	......	......	......	......	......	......	......	......
South Central Division:									
Kentucky	61	11	......	......	25	......	......	......	......
Tennessee	83	10	15	......	38	2	......	5	1
Alabama	49	15	......	......	19	......	......	7	......
Mississippi	6	9	2	......	8	......	......	......	......
Louisiana	41	12	......	......	15	......	......	......	......
Texas	11	3	7	......	9	......	......	2	......
Arkansas	6	......	2	......	3	......	......	......	......
North Central Division:									
Ohio	261	27	51	......	60	1	1	6	3
Indiana	115	26	10	......	46	4	......	......	......
Illinois	90	39	22	1	162	4	......	2	......
Michigan	94	24	35	......	54	5	......	2	......
Wisconsin	65	13	56	......	24	2	......	8	7
Minnesota	45	5	21	......	20	......	......	2	1
Iowa	112	12	21	1	76	5	......	1	......
Missouri	62	11	13	......	27	2	......	7	......
North Dakota	2	......	2	......	1	......	......	......	......
South Dakota	14	......	1	......	3	......	......	......	......
Nebraska	29	3	8	......	13	1	......	......	......
Kansas	54	2	10	......	28	2	......	1	......
Western Division:									
Montana	1	......	......	......	2	......	......	......	......
Wyoming	1	......	......	......	......	......	......	......	......
Colorado	12	......	1	......	3	......	......	......	......
Utah	1	......	......	......	......	......	......	......	......
Nevada	3	......	......	......	......	......	......	......	......
Washington	2	......	2	......	1	......	......	......	......
Oregon	17	......	1	......	3	......	......	......	......
California	33	7	6	......	53	1	......	2	......

TABLE 8.—*Number of degrees in letters, science, and philosophy conferred on examination in 1890-'91, by universities and colleges*—Continued.

State or Territory.	B. E. E.	Topographical engineer.	B. Agr.	Engineer of mines.	Bachelor of architecture.	Ph. B.	Ph. M.	Ph. D.	Bachelor of didactics.	Bachelor of music.	Bachelor of painting.	Bachelor of oratory.
United States	10	4	4	4	2	567	11	136	72	46	8	2
North Atlantic Division	7				2	220	5	74		3	7	
South Atlantic Division						25		31	1			
South Central Division						15		4	14			
North Central Division	3	4	4	2		280	6	26	57	24	1	2
Western Division				2		27		1		19		
North Atlantic Division:												
Maine												
New Hampshire												
Vermont						7						
Massachusetts						19		17				
Rhode Island						8						
Connecticut						99		23			1	
New York	5				1	56	5	19		3	6	
New Jersey	2							2				
Pennsylvania					1	31		13				
South Atlantic Division:												
Delaware												
Maryland								28				
District of Columbia												
Virginia						3		2				
West Virginia												
North Carolina						9						
South Carolina						6		1	1			
Georgia						7						
Florida												
South Central Division:												
Kentucky												
Tennessee						3		3				
Alabama						5						
Mississippi						6			10			
Louisiana												
Texas								1	4			
Arkansas						1						
North Central Division:												
Ohio			2			74		4				1
Indiana						42	1	1		2		
Illinois						28		12		1		
Michigan						63	2	4		9	1	
Wisconsin						9						
Minnesota	2					4						
Iowa						48	3		7	10		1
Missouri	1	4	2	2		6		2	49	1		
North Dakota												
South Dakota						2						
Nebraska						1		3		1		
Kansas						3			1			
Western Division:												
Montana				2								
Wyoming						1						
Colorado						3						
Utah												
Nevada												
Washington												
Oregon						1				10		
California						22		1		9		

Honorary degrees.—The total number of honorary degrees conferred during the year by the class of institutions under consideration was 930. The number of honorary degrees of each kind conferred in the several States is given in the following table:

TABLE 9.—*Number of honorary degrees conferred by universities and colleges in 1890–'91.*

State or Territory.	D.D.	LL.D.	Ph.D.	Lit.D.	L.H.D.	A.B.	A.M.	B.S.	M.S.	C.E.	M.L.	LL.B.	Bachelor of didactics.	Ph.M.	Sc.D.	B.D.	Mus.D.	D.C.L.
United States	293	159	30	5	4	13	375	2	23	3	8	1	1	2	5	1	3	2
North Atlantic Division	85	77	19	2	2	6	174	...	2	...	...	...	...	...	4	1	2	...
South Atlantic Division	46	21	3	...	...	3	54	...	...	...	...	...	...	...	...	...	...	...
South Central Division	46	16	4	1	1	...	35	...	4	...	...	...	...	...	...	...	...	2
North Central Division	110	47	4	1	1	1	108	1	17	3	8	1	1	2	1	...	1	...
Western Division	6	3	...	1	...	3	4	1	...	...	...	...	...	...	...	...	...	...
North Atlantic Division:																		
Maine	2	1	...	...	...	...	1	...	...	...	...	...	...	...	1	...	...	...
New Hampshire	1	1	1	...	...	...	19	...	1	...	...	...	...	...	...	...	...	...
Vermont	3	2	...	...	...	...	7	...	...	...	...	...	...	...	...	...	...	...
Massachusetts	10	12	...	2	...	...	27	...	...	...	...	...	...	...	...	...	...	...
Rhode Island	2	4	...	...	...	2	3	...	...	...	...	...	...	...	...	...	...	...
Connecticut	6	8	...	...	...	...	14	...	...	...	...	...	...	...	...	...	...	...
New York	20	29	10	...	...	3	62	...	...	...	...	...	...	...	1	2	2	...
New Jersey	8	9	3	...	2	...	2	...	...	...	...	...	...	...	2	...	...	...
Pennsylvania	33	11	5	...	...	1	39	...	1	...	...	...	...	...	...	...	...	...
South Atlantic Division:																		
Delaware	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Maryland	3	3	...	...	...	...	11	...	...	...	...	...	...	...	...	...	...	...
District of Columbia	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...
Virginia	8	1	...	...	...	...	15	...	...	...	...	...	...	...	...	...	...	...
West Virginia	...	3	...	...	...	...	10	...	...	...	...	...	...	...	...	...	...	...
North Carolina	18	7	3	...	...	1	7	...	...	...	...	...	...	...	...	...	...	...
South Carolina	11	2	...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...
Georgia	5	3	...	...	...	1	7	...	...	...	...	...	...	...	...	...	...	...
Florida	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Central Division:																		
Kentucky	9	4	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
Tennessee	19	4	1	...	1	...	14	...	...	...	...	...	...	...	...	...	...	2
Alabama	4	2	1	...	...	...	12	...	...	...	...	...	...	...	...	...	...	...
Mississippi	1	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...
Louisiana	5	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
Texas	8	...	1	...	...	...	4	...	4	...	...	...	...	...	...	...	...	...
North Central Division:																		
Ohio	30	15	2	...	...	1	36	...	3	...	...	...	...	...	1	...	1	...
Indiana	12	8	...	...	...	...	14	...	...	...	...	...	...	...	...	...	...	...
Illinois	22	3	...	...	...	...	11	...	8	1	5	...	...	...	...	...	...	...
Michigan	6	2	...	...	...	...	3	...	...	...	1	...	...	1	...	...	...	...
Wisconsin	3	1	...	...	...	...	4	...	3	2	2	...	...	...	...	...	...	...
Iowa	25	11	1	...	1	...	18	...	3	...	...	1	1	1	...	...	...	...
Missouri	4	5	...	...	...	...	12	1	...	...	...	...	...	...	...	...	...	...
South Dakota	3	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
Nebraska	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kansas	5	1	1	...	...	...	9	...	...	...	...	...	...	...	...	...	...	...
Western Division:																		
Colorado	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Utah	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...
Washington	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oregon	...	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
California	3	1	...	1	...	2	3	1	...	...	...	...	...	...	...	...	...	...

II.—COLLEGES FOR WOMEN.

The classification of the institutions known as colleges for women has for a number of years received the earnest consideration of this office. The obstacles in the way of arriving at any definite classification are so serious and so numerous that but little progress has been made in this direction. These difficulties were fully explained in the Annual Report for 1886–'87, p. 642. At that time these institutions were divided into two classes, "the one including a small number of colleges organized upon the usual plan of the arts colleges; the other a large class of colleges and seminaries, most of which make provisions for a complete course of instruction, beginning at a very elementary stage and carrying pupils on to graduation." This classification, maintained since then, is, in a measure, unsatisfactory, but is retained at present for want of a better.

The following table contains the summarized statistics of the institutions of the first class:

TABLE 1.—*Summary of statistics of colleges for women for 1890-'91, Division A.*

States.	Number of institutions.	Professors and instructors.						Students.		
		Preparatory departments.		Collegiate departments.		Total number.		Preparatory departments.	Collegiate departments.	Graduate departments.
		Male.	Female.	Male.	Female.	Male.	Female.			
United States	15	12	49	181	217	203	256	675	2,224	41
North Atlantic Division	12	0	19	155	191	173	215	218	2,093	40
South Atlantic Division	1	10	17	12	11	14	18	285	75	0
North Central Division	1	0	0	11	3	11	3	0	45	0
Western Division	1	2	13	3	12	5	20	172	11	1
North Atlantic Division:										
Massachusetts	4	0	0	80	126	89	128	0	1,438	14
New York	6	0	16	36	56	44	72	200	506	15
New Jersey	1	0	3	23	1	24	7	18	22	......
Pennsylvania	1	0	0	16	8	16	8	0	127	11
South Atlantic Division:										
Maryland	1	10	17	12	11	14	18	285	75	0
North Central Division:										
Ohio	1	0	0	11	3	11	3	0	45	0
Western Division:										
California	1	2	13	3	12	5	20	172	11	1

States.	Students.						Number of bound volumes in libraries.	Benefactions.
	Other departments.	Total number.	Number pursuing courses leading to—			Special or partial courses.		
			A. B. degree.	B. S. degree.	B. L. degree.			
United States	404	3,344	1,182	362	207	205	126,302	$549,480
North Atlantic Division	404	2,755	1,163	362	202	205	122,202	431,480
South Atlantic Division	0	360	....	0	0	....	....	20,000
North Central Division	0	45	17	....	....	....	100	75,000
Western Division	0	184	2	0	5	0	4,000	23,000
North Atlantic Division:								
Massachusetts	265	1,717	646	348	188	132	61,873	48,039
New York	136	857	388	14	14	53	50,959	378,441
New Jersey	3	43	7	....	....	15	....	....
Pennsylvania	0	138	122	0	0	5	9,370	5,000
South Atlantic Division:								
Maryland	0	360	....	0	0	....	....	20,000
North Central Division:								
Ohio	0	45	17	....	....	....	100	75,000
Western Division:								
California	0	184	2	0	5	0	4,000	23,000

The above table shows that the number of these institutions is at present 15, of which number 12 are included in the North Atlantic Division. It will also be seen that the proportion of preparatory students to the total number is very small in this section, but six of these institutions maintaining preparatory departments. The cause of higher education for women has been greatly strengthened by the action of a few of the older institutions of the North Atlantic Division in admitting women to their graduate departments.[1]

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[1] See pp. 814-15.

The summarized statistics of the institutions of the second division are presented in the following table:

TABLE 1.—*Summary of statistics of colleges for women for 1890–'91, Division B.*

States.	Number of institutions.	Professors and instructors.			Students.						
		Male.	Female.	Total.	Primary departments.	Preparatory departments.	Academic departments.	Collegiate departments.	Graduate departments.	Other departments.	Total number.
United States	152	371	1,405	1,776	1,850	3,603	2,562	9,755	97	890	21,680
North Atlantic Division	14	57	167	224	128	596	766	576	14	174	2,510
South Atlantic Division	49	144	431	557	444	917	432	3,596	38	138	6,680
South Central Division	59	107	500	607	1,020	1,478	1,026	4.242	30	174	9,024
North Central Division	28	63	281	344	226	574	286	1,321	13	404	3,322
Western Division	2	0	26	26	32	38	52	20	2	......	144
North Atlantic Division:											
Maine	2	13	9	22	......	72	318	95	......	......	485
New Hampshire	1	4	5	9	......	......	......	......	......	......	130
Massachusetts	1	9	22	31	0	16	......	53	1	92	162
Connecticut	1	......	......	......	60	41	38	14	......	......	160
New York	1	5	45	50	51	307	293	133	12	......	796
New Jersey	1	5	6	11	......	......	29	......	......	......	29
Pennsylvania	7	21	80	101	17	153	88	281	1	82	748
South Atlantic Division:											
Maryland	2	6	14	20	......	22	......	169	5	13	209
Virginia	17	56	166	222	163	243	170	1,150	15	66	2,212
West Virginia	1	1	2	3	......	......	......	......	......	......	35
North Carolina	12	28	98	126	89	208	121	554	1	9	1,427
South Carolina	7	21	53	74	123	167	40	670	3	47	1,050
Georgia	10	32	98	130	69	277	101	1,053	14	3	1,747
South Central Division:											
Kentucky	18	31	153	184	317	542	170	1,109	3	92	2,536
Tennessee	16	34	145	179	332	479	152	1,161	15	29	2,740
Alabama	8	9	69	78	135	129	122	758	9	39	1,302
Mississippi	12	20	86	106	178	202	368	795	......	14	1,632
Louisiana	2	4	13	17	20	43	25	138	......	......	226
Texas	3	9	34	43	38	83	189	281	3	......	594
North Central Division:											
Ohio	7	11	83	94	39	93	40	274	5	176	864
Illinois	5	13	66	79	6	146	120	163	1	129	705
Wisconsin	2	4	12	16	......	110	......	45	......	......	155
Minnesota	1	1	8	9	......	24	......	21	......	......	45
Missouri	11	34	89	123	155	175	126	701	7	36	1,321
Kansas	2	0	23	23	26	26	......	117	......	63	232
Western Division:											
California	2	0	26	26	32	38	52	20	2	......	144

Summary of statistics of colleges for women for 1890-'91, Division B—Continued.

States.	Students.									Number of graduates in 1890-91.	Number of volumes in libraries.	Benefactions.
	Pursuing courses leading to—					Pedagogical course.	Music.	Art.	Special or partial courses.			
	A. B. degree.	B. S. degree.	Ph. B. degree.	M. E. L. degree.	Other first degrees.							
United States	2,229	503	73	849	368	386	9,501	2,974	1,275	1,476	196,881	$176,405
North Atlantic Division	179	.....	....	13	28	58	1,422	202	127	189	35,200	13,425
South Atlantic Divison	816	81	....	150	123	37	3,280	1,027	477	489	46,643	98,075
South Central Division	879	336	64	640	48	210	3,341	1,185	383	616	63,588	22,600
North Central Division	350	82	5	43	169	75	1,360	482	276	172	45,450	42,305
Western Division	5	4	4	3	....	6	98	78	12	10	6,000	....
North Atlantic Division:												
Maine	15	.....	....	....	25	54	110	39	8	67	7,200	200
New Hampshire	......	.....	....	3	3	.....	28	13	83	30	2,000	10,000
Massachusetts	......	.....	....	....	....	.....	110	14	......	14	1,800	0
Connecticut	......	.....	....	....	....	.....	60	......	......	4	1,000	....
New York	0	0	0	0	0	4	796	60	19	30	5,700	3,225
New Jersey	0	0	0	0	0	.....	26	5	......	......	1,000	....
Pennsylvania	164	.....	....	10	....	.....	292	71	17	44	16,500	....
South Atlantic Division:												
Maryland	......	.....	....	9	....	.....	135	59	12	28	2,200	....
Virginia	45	26	....	85	91	.....	1,161	320	147	113	18,200	95,600
West Virginia	......	.....	....	....	....	.....	......	......	......	......	......	....
North Carolina	129	50	....	....	19	4	743	236	217	117	8,725	2,125
South Carolina	152	.....	....	14	1	.....	355	124	5	70	4,750	....
Georgia	490	5	....	42	12	33	886	278	96	161	12,768	350
South Central Division:												
Kentucky	351	118	....	134	....	34	812	271	156	117	13,050	1,100
Tennessee	220	54	....	49	18	51	1,016	315	81	180	10,840	12,600
Alabama	107	.....	....	160	30	70	566	183	47	175	14,498	1,000
Mississippi	131	44	64	253	....	55	589	337	91	85	8,600	4,400
Louisiana	6	20	....	10	....	.....	48	6	8	17	2,200	3,500
Texas	64	100	....	25	....	.....	310	73	......	42	14,400	....
North Central Division:												
Ohio	79	44	5	....	73	.....	244	160	127	56	12,100	33,055
Illinois	22	.....	....	....	6	75	839	75	72	34	15,997	....
Wisconsin	13	3	....	....	....	.....	26	14	......	......	5,000	250
Minnesota	3	18	....	....	....	.....	24	......	......	4	1,028	1,500
Missouri	203	17	....	43	90	.....	591	185	55	72	9,825	5,000
Kansas	30	.....	....	....	....	.....	136	48	22	6	1,500	2,500
Western Division:												
California	5	4	4	3	....	6	98	78	12	10	6,000	....

The foregoing table includes the statistics of 152 institutions, 108 of which are in Southern States, while in the North, especially the north central and western sections where coeducation has a firm hold, the number of colleges for women is comparatively small.

Comparing the statistics of these two classes of institutions we find that while the average number of professors to an institution in the first class is 30, in the second class it is only 11. In the same way, the average number of students to a professor in the first class is 7, while in the second class it is 12. In the latter class we also find that the proportion of male instructors is very small.

Another interesting point to be observed relates to the matter of benefactions. Comparing this item in the two tables it will be seen that while the institutions in the first division number less than one-tenth of those in the second division, the amount of the benefactions received by the first division is more than three times the amount received by the second division. This may perhaps be due to the fact that a large number of the institutions in the second division are purely private property and are carried on for what the proprietors can make out of them.

The following table gives the degrees conferred by the several colleges for women. As will be seen, the number of honorary degrees is comparatively small, the total number, 14, being conferred by two institutions.

TABLE 3.—*Number of degrees conferred by colleges for women in 1890–'91.*

States.	On examination.													Honorary.			
	A. B.	A. M.	B. S.	M. S.	B. L.	M. L.	M. E. L.	M. L. A.	L. A.	L. S.	Ph. D.	Mus. B.	Bachelor of painting.	A. M.	Sc. D.	Lit. D.	Ph. D.
United States	540	98	123	1	23	8	317	11	1	1	1	116	15	11	1	1	1
North Atlantic Division																	
South Atlantic Division	219	10	56	...	26	...	12	3	1	1	1	6	...	11	1	1	1
South Central Division	161	2	15	...	...	8	32	...	...	...	...	37	5	...	...	...	...
North Central Division	122	71	42	1	...	...	238	...	...	...	...	40	6	...	...	...	...
Western Division	36	15	10	...	...	...	35	8	...	...	...	33	4	...	...	...	...
	2	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...
North Atlantic Division:																	
Maine	6	...	...	...	...	...	...	...	1	1	...	...	...	11	...	...	...
New Hampshire	...	...	...	...	...	...	3	3	...	...	...	2	...	...	...	...	...
Massachusetts	125	6	53	...	26	...	...	...	...	...	...	1	...	...	...	...	...
New York	56	3	1	...	...	...	...	...	...	...	...	1	...	...	1	1	1
Pennsylvania	32	1	2	...	...	...	9	...	...	...	1	2	...	...	...	...	...
South Atlantic Division:																	
Maryland	...	...	...	...	...	...	9	...	...	...	...	1	1	...	...	...	...
Virginia	21	2	6	...	...	...	3	...	...	...	...	10	1	...	...	...	...
North Carolina	8	...	...	...	...	...	1	...	...	...	...	9	...	...	...	...	...
South Carolina	39	...	...	...	...	...	10	...	...	...	...	...	...	...	...	...	...
Georgia	93	...	9	...	...	8	...	...	...	...	...	17	3	...	...	...	...
South Central Division:																	
Kentucky	45	4	7	1	...	...	13	...	...	...	...	4	...	...	...	...	...
Tennessee	24	37	14	...	...	...	79	...	...	...	...	15	1	...	...	...	...
Alabama	36	27	...	...	...	...	91	...	...	...	...	15	5	...	...	...	...
Mississippi	12	...	8	...	...	...	51	...	...	...	...	6	...	...	...	...	...
Louisiana	...	1	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Texas	5	2	9	...	...	...	4	...	...	...	...	...	...	...	...	...	...
North Central Division:																	
Ohio	17	4	1	...	...	...	9	...	...	...	...	8	...	...	...	...	...
Illinois	9	...	...	...	...	...	5	8	...	...	...	2	1	...	...	...	...
Minnesota	...	...	3	...	...	...	...	...	...	...	...	1	...	...	...	...	...
Missouri	6	11	6	...	...	...	21	...	...	...	...	23	3	...	...	...	...
Kansas	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Western Division:																	
California	2	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...

III.—SCHOLARSHIPS.

A scholarship, as defined by Webster, is a foundation for the support of a student, or maintenance for a scholar. The income from scholarships depends entirely upon the amount of the principal invested for this special purpose, and in a majority of cases covers merely what is known as the tuition fee. In other cases the income is considerably greater, and very often is sufficient to defray all expenses while at college.

The plan of founding scholarships usually adopted is to bequeath or set aside a certain sum or sums of money, only the income of which is to be paid to the person or persons who become the holders of the scholarships.

It is often demanded as a condition for obtaining the scholarships that the applicants shall be indigent and unable without this assistance to pursue a college course. This condition has been objected to by a number of writers on this subject, prominent among them being ex-President J. L. Pickard, of the State University of Iowa. This gentleman, at the meeting of the National Educational Association, in July, 1890, read a paper on scholarships, in which he said:

"Scholarships have been devised as a means whereby the best talent may be encouraged in pursuit of an education. To the system as practiced there are some serious objections.

"(1) They are in the wrong hands. They are under the control of men who have no opportunity of selecting from the mass the most promising youth, but who must make their selection from those who present themselves as candidates for assistance. This class of candidates may be of the very best material. The chances are, however, that very many will be found among them whose only ambition is to secure an easier place than that assigned them by fortune. The same amount of money controlled by those who know more of the native energy of the young man before he becomes an applicant for help, by those who are seeking the material fit for molding, and who will give just enough encouragement to secure on the part of the beneficiary the best effort of which he is capable, will do far more good than the alluring baits held out before young men who are watching, not working, for better place. If the men who endow scholarships would select their own beneficiaries there would be a better use of the money given in many instances.

"(2) They are designated as helps to indigent students, so that the recipients are at once set over by themselves as a distinct class. To a young man of spirit there is much that is repulsive in such a classification. If by his own efforts he is securing an education he is respected. Many a young man desirous of social standing attempts to conceal the fact that he is supported by trust funds, and, unable to conceal it, he would make it appear that he is not at all dependent upon them, and expends upon luxuries what he receives for his necessities.

"(3) The considerations already adduced lead naturally to this, that scholarships as ordinarily administered do not secure the end sought. They do not bring out the talent which poverty keeps latent. They do bring forth those who will ever be dependent. Most strenuous efforts have been made in the direction of aid to professional students of one class. No profession shows a larger proportion of impractical men. Freed from the cares of life during the period of preparation, they have failed to receive the training which acquaintance with practical affairs gives one who is compelled to meet and conquer difficulties as he earns his own living."

To remedy these defects the same writer suggested:

"(1) Let wealthy men who desire to aid worthy students select their own beneficiaries.

"(2.) Let the mark of indigence be taken from the recipients of scholarships already established by throwing them open to competition. There need be no fear that the most needy will not take the largest share of the benefits, and

"(3) Not *poverty* but *pluck* will win the coveted aid, and the recipient will not be a dependent upon the bounty of another, but will receive the wages he has fairly earned."

The number of scholarships and loan funds is constantly increasing. An attempt has been made to collect statistics on this subject, and the data, though not complete, are as follows:

	Amount available for—			Total amount.
	Males.	Females.	Males or females.	
Undergraduate scholarships	$196,748	$17,510	$91,629	$305,887
General funds (undergraduate)	89,245	23,922	28,385	141,552
Fellowships	71,214	2,300	14,950	88,464
Graduate scholarships	23,660	....	1,200	24,860
Total	380,867	43,732	136,164	560,763

The detailed information is given in the following tables. Besides the institutions included in these tables, a large number of the State universities do not charge tuition, especially for students from their own States. If the tuition thus made free was included in the preceding summary, the amounts would be considerably larger than thus appears:

TABLE 1.—*Number of scholarships with the annual income from each, available to undergraduate males, females, or both sexes, in the colleges and universities of the United States.*

Number.	Name of institution.	For males.		For females.		For males or females.	
		Number.	Annual income from each.	Number.	Annual income from each.	Number.	Annual income from each.
	1	2	3	4	5	6	7
1	La Fayette (Ala.) College	......	......	......	......	1	$40
2	University of California, Berkeley, Cal	1	$300	5	$300	......	......
3	Mills College (Cal.)	......	......	4	175	......	......
				1	150	......	......
				6	200	......	......
				1	250	......	......
				1	225	......	......

TABLE 1.—*Number of scholarships, with the annual income from each, etc.*—Continued.

Number.	Name of institution.	For males.		For females.		For males or females.	
		Number.	Annual income from each.	Number.	Annual income from each.	Number.	Annual income from each.
	1	2	3	4	5	6	7
4	California College, Oakland, Cal					2	$600
5	Colorado College, Colorado Springs, Colo					1	140
6	Trinity College, Hartford, Conn	1	$325				
		1	150				
		8	60				
		4	30				
		35	100				
		10	a177				
7	Wesleyan University, Middletown, Conn	1	100			48	b61
						200	75
8	Yale University, New Haven, Conn	2	800				
		1	400				
		1	300				
		7	125				
		81	115				
		13	100				
		2	75				
		27	60				
		23	50				
		2	35				
		3	25				
9	John B. Stetson University, De Land, Fla					2	180
10	Northwestern University, Evanston, Ill			1	$53	1	53
11	Lombard University, Galesburg, Ill					15	60
12	Illinois College, Jacksonville, Ill	8	45				
		2	36				
13	Lake Forest (Ill.) University					1	300
						1	90
		4	90	1	60	1	72
		1	60			2	30
						1	7
						1	5
14	Shurtleff College, Upper Alton, Ill	6	36				
		13	18				
15	Wheaton (Illinois) College					2	50
16	Moore's Hill (Indiana) College					108	30
17	Earlham College, Richmond, Ind					25	65
18	Coe College, Cedar Rapids, Iowa					6	37
19	Griswold College, Davenport, Iowa	1	300				
20	Des Moines (Iowa) College					8	70
						44	35
21	Parsons College, Fairfield, Iowa					14	38
22	Iowa College, Grinnell, Iowa	3	35	26	35	5	35
23	Lenox College, Hopkinton, Iowa					3	30
24	Cornell College, Mt. Vernon, Iowa	10	36	3	36	100	15
25	Tabor (Iowa) College					7	28
26	Western College, Toledo, Iowa					37	25
27	Highland (Kansas) University					1	35
28	Berea (Kentucky) College					73	9
29	Ogden College, Bowling Green, Ky	100	30				
30	Centre College, Danville, Ky	49	50				
31	Georgetown (Kentucky) College	5	50				
32	Central University, Richmond, Ky	82	60				
33	Bethel College, Russellville, Ky	40	55				
34	Tulane University, New Orleans, La	124	80				
35	Bowdoin College, Brunswick, Me	3	100				
		4	75				
		25	a55				
		3	a110				
		2	a137				
		22	a75				
36	Bates College, Lewiston, Me	1	36			39	36
37	Colby University, Waterville, Me					30	60
						40	36
38	St. John's College, Annapolis, Md	26	200				
		15	75				
39	Johns Hopkins University, Baltimore, Md	6	225				
		11	125				

a Estimated. *b* Average income.

TABLE 1—*Number of scholarships, with the annual income from each, etc.*—Continued.

Number.	Name of institution.	For males.		For females.		For males or females.	
		Number.	Annual income from each.	Number.	Annual income from each.	Number.	Annual income from each.
	1	2	3	4	5	6	7
40	Woman's College of Baltimore (Maryland)			17	$100		
				1	150		
41	St. Charles College, Ellicott City, Md	5	$180				
42	Western Maryland College, Westminster, Md					26	$200
						26	45
43	Amherst (Massachusetts) College	3	140				
		1	100				
		1	75				
		2	70				
		3	45				
		3	40				
44	Boston (Massachusetts) College	40	60				
45	Boston (Massachusetts) University	123	100	32	100	51	100
		3	50				
46	Harvard Annex, Cambridge, Mass			1	200		
47	Harvard University, Cambridge, Mass	2	60				
		2	75				
		1	80				
		3	90				
		a 3	100				
		b 2	120				
		b 2	125				
		b 2	140				
		c 33	150				
		b 4	160				
		d 26	200				
		27	250				
		e 33	300				
		6	325				
		1	400				
48	Mount Holyoke Seminary and College, South Hadley, Mass			1	300		
				1	333		
				1	335		
				1	206		
				1	200		
				1	70		
				2	50		
49	French Protestant College, Springfield, Mass	1	90				
		1	25				
50	Tufts College, Mass	48	100				
		4	50				
51	College of the Holy Cross, Worcester, Mass	3	60				
52	Macalester College, St. Paul, Minn	7	50				
53	University of Mississippi, University, Miss	5	250				
54	University of the State of Missouri, Columbus, Mo	4	50			2	50
55	Ozark College, Greenfield, Mo					23	10
56	William Jewell College, Liberty, Mo	6	40				
57	Park College, Parkville, Mo					28	75
58	Washington University, St. Louis, Mo	6	80				
						24	150
59	Central Wesleyan College, Warrenton, Mo					2	90
						1	80
60	Gates College, Neligh, Nebr					31	50
						2	80
61	Dartmouth College, Hanover, N. H	100	70				
62	College of New Jersey (Princeton)	90	100				
63	St. Bonaventure's College, Allegany, N. Y	12	200				
64	St. Stephen's College, Annandale, N. Y	1	225				
		1	125				
65	St. Lawrence University, Canton, N. Y					33	45
						9	60
66	St. John's College, Fordham, N. Y	1	*f* 300				
67	Hobart College, Geneva, N. Y	21	150				
		3	100				
		2	50				
		1	280				
		1	175				

a 1 in divinity school.
b In divinity school.
c 4 in law school.
d 4 in medical school.
e 1 in medical school.
f Estimated.

TABLE 1.—*Number of scholarships, with the annual income from each, etc.*—Continued.

Number.	Name of institution.	For males.		For females.		For males or females.	
		Number.	Annual income from each.	Number.	Annual income from each.	Number.	Annual income from each.
	1	2	3	4	5	6	7
68	Colgate University, Hamilton, N. Y	26	$30				
		21	90				
		1	72				
		4	60				
		1	54				
		1	50				
69	Cornell University, Ithaca, N. Y					36	$200
70	Barnard College, New York City			1	$150		
71	College of St. Francis Xavier, New York City	21	62				
72	Columbia College, New York City	14	100				
73	University of the City of New York, New York City	1	*a*300				
		19	*a*100				
74	Niagara University (New York)	4	200				
75	Vassar College Poughkeepsie, N. Y			1	420		
				2	400		
				2	360		
				1	180		
				1	300		
				1	480		
				1	50		
76	University of Rochester (New York)	10	60				
		70	75				
77	Union University, Schenectady, N. Y	2	300				
		3	200				
		8	150				
78	Syracuse (New York) University					31	70
79	University of North Carolina, Chapel Hill, N. C	12	60				
80	Davidson College, North Carolina	1	240				
		1	120				
		2	80				
		3	40				
81	Rutherford College (North Carolina)					96	*a*40
82	Trinity College (North Carolina)	4	25				
83	Fargo (North Dakota) College					2	200
84	Buchtel College, Akron, Ohio					50	*a* 50
85	Findlay (Ohio) College					1	60
						9	30
86	Kenyon College, Gambier, Ohio	1	245				
		4	100				
		1	93				
		1	78				
		2	70				
87	Marietta (Ohio) College	45	45				
88	Urbana (Ohio) University					1	70
						1	42
89	Wilberforce (Ohio) University					1	100
						2	70
						2	51
						1	50
						1	30
90	University of Wooster (Ohio)					40	*a* 30
91	Muhlenberg College, Allentown, Pa	30	50				
92	Bryn Mawr (Pennsylvania) College			12	200		
93	Ursinus College, Collegeville, Pa					12	48
94	Thiel College, Greenville, Pa					42	30
95	Haverford College (Pennsylvania)	3	300				
		2	200				
		1	220				
96	Bucknell University, Lewisburg, Pa	20	50			5	50
97	Allegheny College, Meadville, Pa					16	36
98	Central Pennsylvania College, New Berlin, Pa					1	48
99	University of Pennsylvania, Philadelphia, Pa	58	150				
		5	100				
100	Washington (Pennsylvania) and Jefferson College	4	113				
		1	75				
		1	60				

a Estimated.

TABLE 1.—*Number of scholarships, with the annual income from each, etc.*—Continued.

Number.	Name of institution.	For males.		For females.		For males or females.	
		Number.	Annual income from each.	Number.	Annual income from each.	Number.	Annual income from each.
	1	2	3	4	5	6	7
101	Brown University, Providence, R. I.	64 1 1 1 1 3	$50 200 250 190 75 100				
102	Presbyterian College of (Clinton) South Carolina					3	$50
103	South Carolina College, Columbia, S. C	5	50				
104	Erskine College, Due West, S. C	1	175				
105	Newberry (South Carolina) College	2	70				
106	Redfield (South Dakota) College	2	140			28	30
107	Yankton (South Dakota) College	3 2	75 80			1	60
108	Southwestern Presbyterian University, Clarksville, Tenn	3	*a* 50				
109	Knoxville (Tennessee) College					10 16	50 30
110	Maryville (Tennessee) College					1 1	90 60
111	Central Tennessee College, Nashville, Tenn					2	30
112	Fisk University, Nashville, Tenn					7	60
113	Vanderbilt University, Nashville, Tenn	*b*18	100			4 1 8 4 1 1 4 1	150 100 50 65 70 300 250 120
114	University of the South, Sewanee, Tenn	5	300				
115	University of Vermont, Burlington, Vt	13	60	1	$60	23	60
116	Middlebury (Vermont) College	65	45			30 5	80 60
117	University of Virginia, Charlottesville, Va	1 3 1	300 250 120				
118	Hampden-Sidney (Virginia) College	1 12	300 60				
119	Washington and Lee University, Lexington, Va	4 12	300 75				
120	Richmond (Virginia) College	30	70				
121	Roanoke College, Salem, Va	1	60				
122	Whitman College, Walla Walla, Wash					8	50
123	Lawrence University, Appleton, Wis					3	200
124	Beloit (Wisconsin) College	40	35				
125	University of Wisconsin, Madison, Wis					1 10	250 35
126	Marquette College, Milwaukee, Wis	10	60				
127	Ripon (Wisconsin) College	2 1	60 30				

a Estimated.

b Biblical department.

TABLE 2.—*Annual income from general scholarship funds available to undergraduate males, females, or both sexes, in the universities and colleges of the United States.*

Number.	Institutions.	Income from funds available to—		
		Males.	Females.	Males or females.
	1	2	3	4
1	University of Denver (Colorado)			$1,320
2	Yale University, New Haven, Conn	$9,350		
3	University of Georgia, Athens, Ga	a3,000		
4	Atlanta (Georgia) University			1,141
5	German-English College, Galena, Ill			420
6	Lake Forest (Illinois) University	300		
7	Shurtleff College, Upper Alton, Ill			910
8	Wabash College, Crawfordsville, Ind	3,000		
9	Drake University, Des Moines, Iowa			7,000
10	Oskaloosa (Iowa) College			100
11	Penn College, Oskaloosa, Iowa			a60
12	Washburn College, Topeka, Kans			1,100
13	Amherst (Massachusetts) College	a9,070		
14	Boston (Massachusetts) University			3,065
15	Harvard University, Cambridge, Mass	25,000		
16	Smith College, Northampton, Mass		$9,100	
17	Tufts College (Massachusetts)	250		
18	Wellesley (Massachusetts) College		7,500	
19	Williams College, Williamstown, Mass	9,000		
20	Carleton College, Northfield, Minn			1,800
21	University of Missouri, Columbia, Mo			1,600
22	Central College, Fayette, Mo	400		
23	University of Omaha (Nebraska)			295
24	Doane College, Crete, Nebr			136
25	St. Stephen's College, Annandale, N. Y	6,000		
26	Hamilton College, Clinton, N. Y	a2,375		
27	Elmira (New York) College		1,500	
28	Vassar College, Poughkeepsie, N. Y		5,822	
29	Union University, Schenectady, N. Y	a3,000		
30	Buchtel College, Akron, Ohio			1,718
31	Oberlin (Ohio) College			a2,580
32	Pacific University, Forest Grove, Oregon			400
33	Haverford College (Pennsylvania)	7,000		
34	Brown University, Providence, R. I	2,500		
35	Fisk University, Nashville, Tenn			3,000
36	Hampden-Sidney (Virginia) College	7,500		
37	Richmond (Virginia) College	1,500		
38	Lawrence University, Appleton, Wis			1,200
39	Ripon (Wisconsin) College			540
	Total	89,245	23,922	28,385

a Estimated.

TABLE 3.—*Number of fellowships and scholarships, with the annual income from each, available to graduate students in the universities and colleges of the United States.*

Number.	Institutions.	Males.		Females.		Males or females.	
		Number.	Annual income from each.	Number.	Annual income from each.	Number.	Annual income from each.
	1	2	3	4	5	6	7
	I. FELLOWSHIPS.						
1	University of California, Berkeley, Cal					1	$500
						3	600
2	Yale University, New Haven, Conn	4	$600				
		1	500				
		1	416				
3	University of Illinois, Champaign, Ill					4	400
4	Johns Hopkins University, Baltimore, Md	20	500				
		1	a600				
5	Amherst (Massachusetts) College	1	300				
		1	250				
6	Boston (Massachusetts) University	2	500				
7	Harvard University, Cambridge, Mass	3	450				
		11	500				
		1	550				
		4	700				
		2	750				
		3	250				
8	Clark University, Worcester, Mass	10	600				
		10	400				
		10	200				
9	University of Michigan, Ann Arbor, Mich					1	500
10	University of Minnesota, Minneapolis, Minn					3	250
11	University of Mississippi, University, Miss	5	b400				
12	College of New Jersey, Princeton, N. J	5	600				
		3	500				
		4	400				
		1	200				
13	Cornell University, Ithaca N. Y,					13	400
						2	500
14	Columbia College, New York City	4	250				
		1	648				
		1	1,300				
		2	1,000				
		19	500				
15	University of the City of New York	3	300				
16	Bryn Mawr (Pennsylvania) College			1	$500		
				6	300		
17	Haverford College, Pennsylvania	4	300				
18	University of Pennsylvania, Philadelphia, Pa	1	300				
		5	150				
19	Brown University, Providence, R. I	1	a 500				
20	Vanderbilt University, Nashville, Tenn	2	500				
		6	300				
		10	100				
21	Hampden-Sidney (Virginia) College	1	600				
22	Washington and Lee University, Lexington, Va	1	500				
23	University of Wisconsin, Madison, Wis					9	400
	II. GRADUATE SCHOLARSHIPS.						
1	University of California, Berkeley, Cal	1	200				
2	Wesleyan University, Middletown, Conn	1	250				
3	Yale University, New Haven, Conn	1	60				
		1	100				
		3	350				
		3	500				
4	Johns Hopkins University, Baltimore, Md	20	200				
		12	225				
		18	125				
5	Harvard University, Cambridge, Mass	20	150				
		1	200				
		5	250				
		20	300				
		1	500				
6	Cornell University, Ithaca, N. Y					6	200
7	University of Rochester (New York)	2	300				

a Estimated.

b $300 first year; $400 after 1st year.

IV.—UNIVERSITY EXTENSION.

REMARKS BY COLLEGE PROFESSORS.

At the close of the scholastic year 1890–'91, a blank form of inquiry containing the question, "What, if anything, has been done by your institution, or by the professors connected therewith, in the work commonly known as university extension," was sent to the colleges and universities of the country. The following replies have been received:

Delaware College, Newark, Del.—We have a center located here of which the college president is president. A course of lectures was delivered last winter in the college auditorium by Prof. Richard G. Moulton. None of our professors have thus far been called upon to lecture. (*President A. N. Raub, Ph. D.*)

University of Illinois, Champaign, Ill.—In the exact and specific sense, nothing. In a collateral sense, at farmers' and teachers' institutes, probably 200 lectures during last year to audiences of 200 to 1,000 each. (*Regent Selim H. Peabody, LL. D.*)

Indiana University, Bloomington, Ind.—A series of lectures in Indianapolis on economic and social problems by Dr. J. W. Jenks, under the auspices of the collegiate alumnæ. Many lectures in various parts of the State by different professors, these usually single. (*President David S. Jordan, LL. D.*)

The faculty of the Indiana University, desiring to increase the usefulness of a State institution, purpose to undertake what is known as university extension. In extending its work to the homes of students, the university will adopt for the present three methods—the first as practiced many years successfully in England, the others as thoroughly tested in this country, namely: (1) Weekly lectures followed by examination, (2) summer schools, (3) correspondence. The departments in which the university offers these methods of extension for the college year 1891–'92 are as follows: Greek, Latin, romance languages, Germanic languages, English, rhetoric and oratory, European history, American history, economics and social science, philosophy, pedagogics, mathematics, pure and applied, physics, chemistry, geology, zoölogy, botany, law. (*Indiana University Extension Teaching Circular for 1891–'92.*)

Indiana Normal University, Evansville, Ind.—The public has been invited to certain regular classes, as this spring (1), a course of lectures on experimental and comparative psychology (physiological, abnormal, etc.), given by President Fulcomer and attended by teachers and other specialists; (2) a course on English history, by Prof. Stoaks; free evening "Chalk Talks," lectures on art, and elocutionary entertainments, etc., have been given. A woman's club, for the study of children, is conducted by Miss Brooks, and attended by ladies of prominence. Paid evening and Saturday classes, to accommodate teachers and others; ten or fifteen teachers' institutes, of counties and townships, have been attended by professors (placed on programmes), at the expense of the university. (*President Daniel Fulcomer, A. M.*)

Moore's Hill College, Moore's Hill, Ind.—Valuable efforts are put forth in the surrounding portion of the State in the way of lectures and work generally before young people's scientific and other societies. (*President J. H. Martin, D. D.*)

Lenox College, Hopkinton, Iowa.—The university extension will fail to catch the college spirit and will lose the molding of character that is usually found in a college course. (*President Alex. G. Wilson, D. D.*)

University of Kansas, Lawrence, Kans.—Nothing in true university extension. Lectures, 100 altogether, have been delivered during the year by various members of the faculty. (*Chancellor F. H. Snow, Ph. D., LL. D.*)

For the season of 1891–'92, the university offers 19 courses of lectures to communities desiring them. Persons who hold the degree of Bachelor of Arts from the University of Kansas, or from other institutions of equal rank with it, may receive the degree of Master of Arts upon the satisfactory completion of nine university extension courses of twelve lectures each. These courses shall be accompanied by such study, reading, and examination as shall be prescribed by the professors in charge. Persons not holding the bachelor's degree, upon the satisfactory completion of nine university extension courses of twelve lectures each, shall receive a university extension diploma.

Work done under instructors from other institutions than the University of Kansas will be accepted upon examination for not more than four of the nine courses for a degree or a diploma. This work will also be accepted as undergraduate work, a full course in university extension being reckoned as a two-thirds term in the university. Nine twelve-lecture courses will be accepted as equivalent to one full year's work at the university.

The records of all work done under the direction of the University of Kansas will be kept on file at the university. Not more than one lecture per week will be given in any one of the courses.

Literary and scientific clubs and associations and reading circles desiring to avail themselves of university extension lectures ought to form a local association and organize a class, fixing the tuition at a rate sufficient to cover expenses.

The following courses are offered for the year 1891-'92:

[From prospectus of university extension lecture courses for 1891-'92 by University of Kansas.]

Lectures on—	
The chemistry of everyday life	12
Political economy	12
The German Empire	6
Electricity and its modern applications	
The romantic school in France	12
Development of the novel in France	12
English literature of the Nineteenth Century	12
History and philosophy of American literature	12
German literature (first classic period)	12
German literature (modern period)	12
Municipal and domestic sanitation	12
Astronomy	12
The art of pianoforte playing	12
Roman poetry	6
Botany	12
Medical chemistry and sanitary science	12
Psychology	12
Classical Greek literature	12
Physical geography	12

Tulane University, New Orleans, La.—Free lectures on literary and scientific subjects. Free night schools in mechanical, architectural, and free-hand drawing. (*Secretary Wm. O. Rogers.*)

Bowdoin College, Brunswick, Me.—At the last meeting of the boards they authorized three courses of lectures by professors, net expenses not to exceed $300. (*President Wm. De Witt Hyde, D. D.*)

St. Johns College, Annapolis, Md.—Two or three lectures were given by myself and the faculty in connection with this work, but the college is at present waiting for more improvement, and is desirous of taking part in some more definite organization than at present exists in this State. (*President Thomas Fell, LL. D.*)

Morgan College Baltimore, Md.—The Johns Hopkins professors and fellows have delivered two courses before the school, and Professor Moulton, of England, has also lectured before our students. (*President Francis J. Wagner.*)

Harvard University, Cambridge, Mass.—The Prospect Progressive Union was organized as an attempt to bring university men into contact with that numerous class of persons who are at present largely beyond the sphere of university influence. The Union began active operations in January, 1891, by engaging rooms in the old Prospect House, Cambridgeport, and offering courses in various subjects under the direction of college men, with occasional public lectures and entertainments. During the year the membership rose to nearly 200, of whom over 100 received definite course training. Thirty-seven students were engaged in instructing, and others assisted actively in the administration of the Union. The number of regular courses was 24 and included drawing (free-hand and mechanical), arithmetic, algebra, geometry, German, French, constitutional government, bookkeeping, penmanship, history, English grammar and composition, and political economy. In addition to the regular courses about 20 men received private instruction through the Union. The entertainments included lectures by Prof. James, on Hypnotism; Prof. Norton, on Illustrated Newspapers; Prof. Peabody, on Coöperation; Mr. J. G. Brooks, on Single Tax; a number of talks on Botany by Mr. G. J. Pierce, and a concert by the Freshman Glee and Banjo Clubs of the college.

From the start the Prospect Union has been successful in demonstrating that there is a genuine demand for university instruction and culture on the part of the people whom it has tried to reach, and that there is an earnest response to this demand on the part of the student body which may easily be made more effective. In the future the Union aims to extend its work so as to meet more completely the desire for education on the part of the people on the one hand, and so as to render effective the ethical spirit of the university on the other. Without encroaching in anyway upon the claims of other charitable work it aims to commend itself more distinctly and directly to the university as a Harvard enterprise in which every Harvard man can feel an interest and bear a part. With such an extension of its work as the active support of the university would make possible, the Prospect Progressive Union can hope to occupy such a position with reference to Harvard as Toynbee Hall and Oxford House with reference to the English universities. (*Handbook of Young Men's Christian Association of Harvard University.*)

French Protestant College, Springfield, Mass.—We are generally in favor of carrying the university extension idea too far. We believe care needs to be exercised on this matter, else a class of narrow specialists will be created and men of broad scholarship will diminish. (*President C. E. Amaron, A. M.*)

Hillsdale College, Hillsdale, Mich.—Nothing except that, associated with Bates College, Lewiston, Me., a correspondence school has been established for the purpose of giving instruction in theology to those not able to attend college. Two of our professors have appointments in said school. (*Secretary Elon G. Reynolds.*)

University of Minnesota, Minneapolis, Minn.—A course in English literature was given last winter in St. Paul by our professor of English; a course in political science by our professor of political science, and a course in history by our professor of history. These were all so successful that without doubt they will be repeated during the coming year. (*Registrar E. B. Johnson.*)

Polytechnic Institute of Brooklyn, Brooklyn, N. Y.—Several lectures have been given by different members of the faculty upon invitation of the university extension committee, and our rooms are thrown open for other lecturers. (*President David H. Cochran, LL. D.*)

Columbia College, New York, N. Y.—H. H. Boyesen, PH. D., professor of the Germanic languages and literatures, delivered four courses of lectures in the university and school extension, two courses being upon modern German literature and two others upon mediæval German literature. John W. Burgess, PH. D., LL. D., professor of history and constitutional law, delivered two courses of lectures in the university and school extension, one course being upon mediæval relations of church and State and the other upon modern relations of church and State. (*President Seth Low, LL. D.*)

University of Rochester, Rochester, N. Y.—A few lectures have been given in adjoining cities and towns. (*President David J. Hill, LL. D.*)

Trinity College, N. C.—This department is now being organized, though a good deal of work has been done by lecturing in academies and before farmers' institutes on economic and scientific subjects. An extended programme is being arranged. (*President John F. Crowell, Litt. D.*)

University of Cincinnati, Cincinnati, Ohio.—It [the university] has established, in 1891, courses of thirty lectures each in the three subjects of history, Latin, and chemistry, given on Saturdays and intended to meet more especially the needs of the large body of teachers within easy reach of the university. Seventy are enrolled in these courses. It has also given annual courses of six lectures, open to the general public, which have been well attended. (*Dean W. R. Benedict, C. E.*)

Oberlin College, Oberlin, Ohio.—A course of lectures by different members of the faculty has been carried on through the year at Oberlin, and lectures in Cleveland and other cities as opportunity offered. (*President W. G. Ballantine, D. D., LL. D.*)

Haverford College, Pa.—Dr. Crew, professor of physics, gave two courses of six lectures each on electricity. (*President Isaac Sharpless, Sc. D., LL. D.*)

University of Pennsylvania, Philadelphia, Pa.—The American Society for the Extension of University Teaching has its center here, Prof. E. J. James being president. Eighteen of our professors and instructors take an active part in the work. (*Jesse Y. Burk, Secretary.*)

Swarthmore College, Swarthmore, Pa.—Dr. Spencer Trott, professor of biology, has given a course of lectures on zoölogy in Philadelphia. (*President W. H. Appleton, Ph. D.*)

University of Wisconsin, Madison, Wis.—For a number of years the leading English universities have been endeavoring to extend the benefits of university instruction to the people in various parts of the kingdom through courses of lectures accompanied by class work, special studies, and examinations. The movement was at first of slow growth, but at length took strong hold upon the more progressive classes and has become one of the most important departures in university effort. Last year more than 40,000 students were enrolled as regular attendants upon the courses offered. The effort is known as University Extension.

Quite independently of this, an analogous movement in popular education, though in a more specialized field, was started in Wisconsin six years ago by the enactment of a law establishing agricultural institutes and making a generous appropriation for their maintenance. The attendance upon these institutes, and their success in awakening thought, has closely approximated that of the English system. There is a radical difference between the two, however, in the fact that the English instruction lies chiefly in literary, historical, and scientific lines, and is esssentially cultural, while the Wisconsin effort has been essentially industrial. It is obvious that the two systems are complements of each other and that their union is necessary to a complete system.

Some tentative efforts in the direction of literary and scientific popular instruction have been made by the university with a view to proving the ground preliminary to a more formal effort. More extensive endeavors have been made at the East with such success as to warrant more systematic efforts.

By recent action of the regents and the faculty of the university the English university extension system has been formally adopted, and steps will be taken for carrying it into effect at the opening of the coming year. The plan adopted will be essentially that which has proved successful in connection with the English universities.

By a similar action of the regents and faculty the American correspondence system of promoting advanced private study has been adopted and will be definitely formulated at the opening of the coming year. The correspondence system is inferior to the lecture and class system in that it lacks the personal supervision and inspiration which are so important factors in the best education, but it has the compensating merit of being adapted to a sparse population, and to special students who can not gather themselves into classes or audiences to receive lectures and personal instruction.

The scheme thus adopted is exceptionally comprehensive, embracing a combination of all the leading lines of effort which have proved successful in extending to the people a portion of the benefits of university education. (*Catalogue of University of Wisconsin, 1890-'91.*)

UNIVERSITY EXTENSION IN GEORGIA.

University extension was inaugurated in the city of Atlanta, Ga., by the Young Men's Library Association. Six courses of six lectures each were given during the year 1890-'91 by the members of the faculty of the University of Georgia on the following subjects: Mental science, biology, Roman law and jurisprudence, the Greek drama, building materials, and English language and literature. The fee for each course of lectures was fixed at $1, or $5 for the whole series of thirty-six lectures.

UNIVERSITY EXTENSION IN MINNESOTA.

The first work of university extension instituted in this State began at St. Paul in March, 1890. At that time Prof. H. P. Judson, of the State University, delivered a course of lectures in United States history, supplemented by class work. There were about 60 or 70 persons in the class. At the same time classes of half that size were conducted in mathematics by Prof. James H. Boyd, of Macalester College; in geology, by Prof. Lucian Chaney, of Carleton College; in botany, by Prof. Conway McMillan, of the State University; in electricity, by Prof. F. S. Jones, of the same, and in mechanics, by Prof. John H. Barr, of the same. It was found that the members of the various classes, while sufficiently interested to listen to lectures of a somewhat popular character, were not inclined to hold themselves down to the requirements of a rigid course of scientific class work. The movement, however, gave impetus to the establishment of a night high school.

In the fall of the above-mentioned year, Professors G. E. McLean, W. W. Folwell, and H. P. Judson, all of whom are members of the State University faculty, delivered lectures respectively in English literature, political science, and United States history. These were duplicated in Minneapolis, but at St. Paul all save the course in history were dropped after the Christmas holidays. This same season the movement extended feebly to two or three places, like Faribault and Duluth.—(*D. L. Kiehle, State Superintendent of Public Instruction, St. Paul, Minn.*)

UNIVERSITY EXTENSION IN RHODE ISLAND.

The following description of university extension work in Rhode Island was furnished by Prof. Wilfred H. Munro, A. M., director of university extension of Brown University:

"In the academic year 1890-'91 university-extension work, as such, was begun experimentally in Providence and in Pawtucket, R. I., by Profs. Bailey, Bumpus, Upton, and Williams, of Brown University. Lecture courses were given by these gentlemen in botany, biology, astronomy, and German literature. The audiences were large and the interest they manifested was most gratifying.

"As a result of these experimental courses, the corporation of Brown University, at its meeting in June, 1891, voted to make extension teaching a part of its scheme of work, appointed one of the faculty as director of the university extension, and granted permission to all the members of the faculty to engage in extension teaching whenever they could do so without detriment to their regular college work.

"The peculiar situation of Providence, in the midst of a large and compact population, and its excellent railway facilities, enable the university to accomplish more in this line than is possible for most institutions. In order to reach the largest number (and because the lecturers feel that they ought to do, at least at the outset, much missionary work), the lecturer's fee has been placed at $100 for a course of twelve lectures. No half courses are given. This low charge makes it possible for centers to be organized in small towns and for the most part results in small classes of from 30 to 50 persons, that is, in classes having about the number of students which the best schools ordinarily assign to one teacher. The element we make most prominent is the teaching element. Our object is not to amuse, but to instruct. We wish to do away entirely with the motive which governed the old lyceum.

Small classes do better work than large ones in the extension not less than in the regular university work, and the personality of the instructor counts for much more.

"With one exception all our lecturers are members of our own faculty. There is no 'green material' in the force, and the work done is consequently more systematic and thorough than is usually the case with early extension teaching. The director knows personally the capabilities of his men and can place them to the best advantage.

"Not so much importance has been given to the syllabus as is usually assigned to it. Except in a very few instances no syllabi have thus far been printed. The lectures have been prepared with special reference to the needs of the particular audience before which they were to be delivered, and the lecturers have not hesitated to vary them whenever it seemed wise to do so. This has required more labor on the part of the instructor, but the benefit to the class has been great. Not unfrequently written lectures prove to be beyond the comprehension of those who listened to them; and if in such a case a cast iron syllabus has to be used much harm results. All the Brown University lecturers have prepared full analyses, which have most frequently been dictated to the class, and all furnish full bibliographies. All give special prominence to their class work.

"All ages and conditions of life are found in the classes. The larger proportion of the members are women; but two centers are composed entirely of men. One of these latter—in practical physics—is made up almost entirely of skilled mechanics from the famous factory of the Brown and Sharpe Manufacturing Company. The other numbers upon its roll only members of the Young Men's Debating Society, in whose rooms it meets. These young men are all of foreign—English, Scotch, and Irish—descent.

"The place of meeting is almost always a schoolhouse. The use of such buildings is gladly given by the school authorities.

"Twenty-one courses of lectures are now (January, 1892) being delivered by thirteen lecturers in nine cities and towns of Rhode Island and Massachusetts; five courses in constitutional history, one in mediæval history, one in botany, two in zoölogy, one in physiology, one in political economy, six in English literature, two in physics, one in astronomy, and one in art and architecture."

AMERICAN SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING.

A brief account of the organization of this society, under the name of the Philadelphia Society for the Extension of University Teaching, was given in the last annual report of this office. The society was organized in order to make an experiment in university extension in and around Philadelphia. Systematic instruction was begun at several points in November, 1890, and success was at once assured. The demand for courses from a distance was so great that it could not be met by the local society, so it was determined to establish a national society to aid in the inauguration and prosecution of this important work.

The object of this national society is very clearly described in a pamphlet issued by the society:

"The American society proposes to collect information as to the experiments now going on in this work in the various parts of the world, and make it accessible to all who are interested in this movement. It will, as far as possible, form branch societies to take up and push the work in and around their localities. It will try to secure a staff of persons trained by actual experience in organizing and lecturing, who may be placed at the disposal of the local societies to assist them in organizing and prosecuting the work. It will strive to make every college and university in the country a center of university extension."

The society publishes a monthly journal called the University Extension, which serves as a medium of communication between the society and the local branches. The journal contains many interesting and valuable articles on the subject of university extension, and gives full information concerning the progress of the movement throughout the world.

The results of the work done by the American society can perhaps be best given by quoting from the report of the general secretary for the year 1890-'91:

"Last year 43 courses were given, with an average attendance of 9,160, whose aggregate attendances numbered 60,573. There were 19 courses on literature, 8 on history, 1 on descriptive astronomy, 4 on chemistry, 1 on psychology, 1 on biology, 2 on botany, 2 on electricity, 1 on mathematics with applications to mechanics, 1 on algebra, and 1 on zoölogy. The most of these were six lectures in length; the average for the 43 courses being 7.6. The average attendance at the courses was 250. The number of those taking the examination, while not very large, was encouraging; 231 passed successfully. Four of these were in geology, 11 in mathematics, 20 in algebra, 108 in literature, 7 in physics, 14 in history, 51 in botany, and 11 in psychology.

"Twenty-four of the students received two certificates, 9 three, 4 four, 1 five, and 1 six. Sixty-three per cent of those attending the lectures remained to the class exercises; 5¼ per cent of the class wrote weekly papers; 72 per cent of those writing weekly papers took the examination, and 93 per cent of these passed successfully.

"The work thus far developed in this country differs very materially from that in England in these respects: the audiences are larger and seem to possess, as described by an English lecturer, more intellectual curiosity; the proportion of the audience which remains for the class is also larger. This, indeed, has very clearly shown that the English methods must be materially modified. It may be necessary to develop what might be called a second class for the real student nucleus, or, possibly, as an alternate way out of the difficulty, we must look forward to well organized students' associations, presided over perhaps by assistant lecturers."

The following table shows, in detail, the work done by the American Society for the Extension of University Teaching during the year 1890-91:

Statistics of work done by the American Society for the Extension of University Teaching from November, 1890, to June, 1891.

Center.	Lecturer.	Subject.	Number of lectures in the course.	Average number at lectures.	Average number at class.	Average number of weekly papers.	Passed examination.	Rejected.
1	2	3	4	5	6	7	8	9
Association, local, Philadelphia, Pa.	C. A. Young, PH. D., Princeton.	Descriptive astronomy.	6	135	130	1	1	....
Association, local, Philadelphia, Pa.	R. G. Moulton, A. M., Cambridge, England.	Shakespeare's Tempest, with companion studies.	6	950	700	42	9	3
Association, local, Philadelphia, Pa.	E. S. Crawley, B. S., University of Pennsylvania.	Mathematics..........	12	70	45	23	11	1
Association, local, Philadelphia, Pa.	Spencer Trotter, M. D., Swarthmore.	Animal life considered as a part of universal energy.	6	163	45	6	5	....
Association, local, Philadelphia, Pa.	R. G. Moulton, A. M., Cambridge, England.	Milton's poetic art....	6	1,000	750	51	9	....
Frankford, Philadelphia, Pa.	R. E. Thompson, D. D., University of Pennsylvania.	English literature	7	200	200	....	....	....
Frankford, Philadelphia, Pa.	F. N. Thorpe, PH. D., University of Pennsylvania.	American history.....	6	192	150	....	....	....
Germantown, Philadelphia, Pa.	R. G. Moulton, A. M., Cambridge, England.	Shakespeare's Tempest, with companion studies.	6	600	350	46	35	1
Germantown, Philadelphia, Pa.	Henry Crew, PH. D., Haverford.	Electricity............	8	150	75	6	3	2
Holmesburg, Philadelphia, Pa.	F. N. Thorpe, PH. D., University of Pennsylvania.	American history.....	6	150	30	1	....	....
Holmesburg, Philadelphia, Pa.	A. H. Smyth, A. M., High School, Philadelphia, Pa.	American literature ..	6	150	30	....	....	....
Roxborough, Philadelphia, Pa.	C. H. Handerson, A. M., Manual Training School.	Chemistry	6	40	20	5	11	....
Roxborough, Philadelphia, Pa.	R. G. Moulton, A. M., Cambridge, England.	Four studies in Shakespeare.	4	83	60	....	....	....
Spring Garden, Philadelphia, Pa.	R. G. Moulton, A. M., Cambridge, England.	Stories as a mode of thinking.	6	250	150	13	5	....
Spring Garden, Philadelphia, Pa.	G. E. Fisher, A. B., University of Pennsylvania.	Algebra	12	150	125	20	20	3
Spring Garden, Philadelphia, Pa.	F. E. Schelling, A. M., University of Pennsylvania.	Modern essayists	6	20	20	1	....	....
Spring Garden, Philadelphia, Pa.	J. T. Rothrock, M. D., University of Pennsylvania.	Practical analytical botany.	6	130	130	....	39	....
South Broad Street, Philadelphia, Pa.	F. N. Thorpe, PH. D., University of Pennsylvania.	American history.....	6	100	100	2	....	....

Statistics of work done by the American Society for the Extension of University Teaching from November, 1890, to June, 1891—Continued.

Center.	Lecturer.	Subject.	Number of lectures in the course.	Average number at lectures.	Average number at class.	Average number of weekly papers.	Passed examination.	Rejected.
1	2	3	4	5	6	7	8	9
United Club and Institute, Philadelphia, Pa.	F. N. Thorpe, PH. D., University of Pennsylvania.	American history	6	125	125	2	....	....
Wagner Institute, Philadelphia, Pa.	R. G. Moulton, A. M., Cambridge, England.	Euripides for English audiences.	6	275	200	11	9	1
Wagner Institute, Philadelphia, Pa.	R. G. Moulton, A. M., Cambridge, England.	Four studies in Shakespeare.	6	300	200	17	10	....
Wagner Institute, Philadelphia, Pa.	G. S. Fullerton, A. M., University of Pennsylvania.	Psychology	6	205	103	12	11	....
Wagner Institute, Philadelphia, Pa.	E. D. Cope, PH. D., University of Pennsylvania.	Geology and paleontology.	20	76	40	....	5	....
Wagner Institute, Philadelphia, Pa.	Henry Leffmann, M. D.	Chemistry	20	154	......	....	4	....
Wagner Institute, Philadelphia, Pa.	J. A. Ryder, PH. D., University of Pennsylvania.	Zoölogy	10	65	......	....	....	....
Wagner Institute, Philadelphia, Pa.	J. T. Rothrock, M. D., University of Pennsylvania.	Botany	10	105	......	....	....	....
West Philadelphia, Philadelphia, Pa.	F. N. Thorpe, PH. D., University of Pennsylvania.	American history	6	225	225	3	....	....
West Philadelphia, Philadelphia, Pa.	R. G. Moulton, A. M., Cambridge, England.	Stories as a mode of thinking.	6	550	125	14	6	1
Wissahickon Heights, Philadelphia, Pa.	R. G. Moulton, A. M., Cambridge, England.	Stories as a mode of thinking.	6	150	100	7	4	....
Wissahickon Heights, Philadelphia, Pa.	C. M. Andrews, PH. D., Bryn Mawr.	Political history of Europe.	6	50	30	4	3	....
Women's Christian Association, Philadelphia, Pa.	J. T. Rothrock, M. D., University of Pennsylvania.	Botany	6	100	100	8	1	....
Camden, N. J	R. G. Moulton, A. M., Cambridge, England.	Story of Faust	6	250	225	16	9	2
Downingtown, Pa	A. H. Smyth, A. M., High School, Philadelphia, Pa.	American literature	6	200	75	8	3	....
Haddonfield, N. J	E. P. Cheyney, A. M., University of Pennsylvania.	Central Europe in the nineteenth century.	6	225	200	10	7	....
Lansdowne, Pa	Henry Crew, PH. D., Haverford.	Electricity	8	100	75	4	4	1
Media, Pa	F. E. Schelling, A. M., University of Pennsylvania.	Modern essayists	6	140	140	8	....	....
Mount Holly, N. J	F. N. Thorpe, PH. D., University of Pennsylvania.	American history	6	175	50	....	....	....
Newark, Del	R. G. Moulton, A. M., Cambridge, England.	Stories as a mode of thinking.	6	250	150	8	8	....
Norristown, Pa	R. E. Thompson, D. D., University of Pennsylvania.	English literature	7	159	140	....	....	....
Norristown, Pa	R. G. Moulton, A. M., Cambridge, England.	Stories as a mode of thinking.	6	120	120	8	2	....
Trenton, N. J	R. E. Thompson, D. D., University of Pennsylvania.	English literature	7	350	125	....	....	....
Westchester, Pa	C. M. Andrews, PH. D., Bryn Mawr.	History of Europe, 1815-1849.	6	160	115	5	5	1
Wilmington, Del	R. G. Moulton, A. M., Cambridge, England.	English literature	4	280	280	....	....	....
Total	....	....	309	9,322	6,008	342	234	16

SUMMER SCHOOLS.

A number of colleges and universities of this country have for some years been offering what are known as summer courses of study. These courses are given during the summer vacation, and as a rule are not given under the responsibility or jurisdiction of the college faculty, but under that of the professors in charge of the several courses. This system of instruction was undertaken mainly to meet the wants of teachers and others who could not attend the regular college courses, and may well be termed a branch of university extension.

According to reports received, the privileges thus offered are taken advantage of by a comparatively large number of persons, especially teachers in secondary schools, who would otherwise not be able to enjoy the advantages offered by the large libraries and well-equipped laboratories of some of our largest and richest universities and colleges. Were it not for these summer courses the libraries and laboratories would remain unused for the greater part of three months during each year.

At Harvard University the summer courses attracted so large a number of the regular college students that it was decided to count certain of the summer courses towards the acquisition of the bachelor's degree. The action taken by the Harvard faculty is embodied in the report of the dean to President Eliot at the close of the year 1890-'91, in which he says:

"While the faculty was engaged in preparing the list of courses of instruction to be provided for the year 1891-'92, it found itself called upon to consider the conditions under which courses given during the summer vacation might be counted towards the degrees of bachelor of arts and bachelor of science. Such courses have been given for several years and have sometimes had a large attendance, especially in chemistry, physics, botany, geology, and physical training. Originally undertaken to meet the special wants of teachers and of other persons outside of the university, these courses have been carried on under the charge of a committee appointed by the president and fellows—in most cases, although not always, by members of the regular teaching force, but still in no way under the responsibility or jurisdiction of either of the faculties. Their proved usefulness has demonstrated the value of such concentrated study as was required of those pursuing them, and as time has gone on they have attracted an increasing proportion of students of the university. The college faculty more than once consented to recognize work done in some of these courses as work to be counted for the degree of bachelor of arts, but was reasonably unwilling to commit itself far in the direction of counting work not done under its control, or under the other safeguards which guarantee courses publicly given in term time. The need of some systematic provision as to the use of these courses by undergraduates continued to be felt, however, and the faculty, therefore, after full consideration, determined to admit to its list among the courses to be counted for the bachelor's degreess, summer courses proposed under the responsibility of the proper departments and formally approved by the faculty, when carried on under the supervision of some regularly appointed officer of instruction, with proper tests of the systematic application and proficiency of the students and with a final examination in due form not later than October 1. The further condition was imposed that not more than two summer courses, counted as the equivalent of half courses, should be taken in any one year. Under these conditions seven summer courses were proposed and approved—one in German, two in engineering, one in physics, one in botany, and two in geology, together with one in geological field work, to be counted as a full or as a half course, according to the length of time for which it is followed.

"Several summer courses outside of this list were given as usual, without complying with these conditions, and, therefore, without the privilege of counting for the degree, the departments concerned finding that the character of the courses, or the uses to which they were mainly adapted, did not make it worth while to bring them within the rules laid down by the faculty. Such courses will no doubt continue to serve the same excellent purpose as heretofore, extending some important benefits of the university equipment and methods to teachers and others who could not otherwise have access to them. The courses placed under the faculty's rules, and therefore to be counted for the degree, will have the signal advantage, considered as regular courses of instruction, of enabling students to carry on important work, especially in the natural sciences and in engineering, at the best season of the year, and with such freedom in the choice of place as is impossible for either student or instructor in the ordinary working year of the university.

"The general scheme of the courses adopted by the faculty calls, in most cases, for about six weeks of daily attendance, with a large amount of laboratory or field work, and the value of the work, as has often been shown, is much heightened by the interest and animation due to concentrated daily attention to only one or two subjects. It is not to be assumed that the students would find equal profit from this method in all subjects. Upon many studies it is no doubt difficult to secure a firm hold without a certain time for reflection and for gradual assimilation, and some caution may be needed, then, in extending this arrangement to untried branches of work. So far as it can be carried safely, it promises to secure increased use for a part of the valuable scientific equipment and libraries of the university during a part of the year when the old division between term and vacation would keep them idle; and it also gives to the students the optional use, to a limited extent, of the long vacation. This fraction of the year has long been felt to be too important to be neglected, but the different needs of individuals, as well as the habits of a large part of the community, have stood in the way of any method of dealing with it so far proposed. The result of the present experiment of enabling earnest students in vigorous health to use, if they will, a part of the leisure time of the year in such studies as can then be pursued with the best advantage, must be observed with great interest."

The number of persons that attended the summer courses at Harvard during the past three years is as follows: In the summer of 1889, 188; in the summer of 1890, 279; and in the summer of 1891, 287. The amount of fees paid by students in the summer courses since 1886 is as follows: In 1886, $1,720; 1887, $4,060; 1888, $4,165; 1889, $5,191; 1890, $6,345; 1891, $7,873.50.

The Indiana University at Bloomington, Ind., opened its libraries and laboratories for vacation instruction in 1890. The catalogue of the university for 1891-'92 contains the following description of the summer school connected with the university:

"The Indiana University Summer School was organized for the purpose of extending to those who are occupied during the school year the advantages of advanced instruction in certain departments, aided by the library, laboratories, and other facilities for study connected with the university. The policy of the university in presenting thorough courses of study in each department, instead of multiplying short unrelated courses, is followed in the school. The instructors are all teachers in the university, and are specialists in the lines of study in which they offer courses of instruction.

"Those whom the school is especially designed to serve may be enumerated as follows:

"(*1*) *Teachers in high schools, academies, etc.*—A number of courses of study have been arranged for the purpose of aiding those who teach or wish to prepare themselves to teach in high schools, academies, and other schools of secondary instruction. In this connection may be named the courses in American literature, theory of arithmetic and of algebra, geometry, astronomy, elementary physics, chemistry, botany, and zoölogy. It is not the intention to do review work in these courses, but to give larger views and more thorough and accurate knowledge of subjects. Methods of teaching the subjects in the high school will be incidentally treated.

"(*2*) *Teachers in higher institutions, etc.*—The more advanced courses of instruction, aided by the extensive library and well-equipped laboratories, are intended to accommodate teachers, students, and others who desire to carry on during the summer studies in special lines, or to do work which will aid in completing a college course. Opportunity will be given anyone in attendance, to spend profitably one-half his time, or even more, in anyone of the courses taught by the laboratory method. By thus concentrating upon one or more subjects it is possible to complete the equivalent of two terms of university work in those subjects. Anyone completing in a satisfactory manner courses of study in the school which are the equivalent of courses in the curriculum of the university may be credited with such work upon the university record."

During the summer of 1891, 24 courses of lectures and instruction were given in the following subjects: Literature, 4; mathematics and astronomy, 7; physics, 5; chemistry, 4; biology, 4.

Besides the above courses, there was given a course of 18 evening lectures upon various topics of interest to students and teachers.

The number of persons in attendance at the summer school in 1890 was 31, while in 1891 the number was increased to 60. Of this number 37 were teachers in secondary schools, 5 were professors in colleges, and 8 were students in colleges.

Among the institutions offering instruction in summer schools are the following: University of California, Berkeley, Cal.; Colorado College, Colorado Springs, Colo.; Indiana University, Bloomington, Ind.; Cornell College, Mount Vernon, Iowa; Amherst College, Amherst, Mass.; Harvard University, Cambridge, Mass.; Western Michigan College, Grand Rapids, Mich.; Hope College, Holland, Mich.; Cotner University, Bethany, Nebr.; University of Nebraska, Lincoln, Nebr.; Cornell University, Ithaca, N. Y.; Keuka College, Keuka College P. O., N. Y.; Columbia College (School of Mines), New York City; Ohio University, Athens, Ohio; Ohio Wesleyan University, Delaware, Ohio; Oberlin College, Oberlin, Ohio; Black Hills College, Hot Springs, S. Dak.; University of Virginia, Charlottesville, Va.; University of Wisconsin, Madison, Wis.

In addition to the summer schools held at universities and colleges, educational institutes and summer schools are frequently organized and carried on at seaside and mountain resorts, where rest and intellectual improvement may be sought at the same time. Among such schools may be mentioned the following:

Chautauqua Assembly, Chautauqua, N. Y.; Lake Madison (S. D.) Summer School; Seashore Normal Institute, West Chop, Martha's Vineyard, Mass.; National Summer School, Glen Falls, N. Y.; Seaside Assembly, Avon-by-the-Sea, N. J.; Martha's Vineyard Summer Institute, Cottage City, Mass.; Glenmore School for the Culture Sciences, Keene, N. Y.; American Institute of Instruction, Narragansett Pier, R. I.

V.—LATIN PRONUNCIATION IN UNIVERSITIES AND COLLEGES.

In the year 1876, Prof. W. G. Richardson A. M., of Central University, Richmond, Ky., prepared an article on Latin pronunciation. This article, which included a short history of the methods of pronunciation, a description and bibliography of the Latin or Roman method, and a list of the institutions employing the several methods, was published in the annual report of this office for 1876.

For some time past the Bureau has been receiving inquiries concerning the extent to which the several methods of pronunciation are at present used by the universities and colleges of this country. In order that these inquiries might be answered a special letter was sent to all such institutions. The letter was as follows:

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., May 16, 1892.

PROFESSOR OF LATIN,
——— ———.

DEAR SIR: In 1876, the Bureau published a list of colleges and universities, with the method of pronunciation then in use. Many changes having taken place since that time, it is now desired to revise the matter then collected. You are therefore requested to designate which one of the methods given below is used in your institution. Any remarks you may wish to make will be thankfully received.

Very respectfully,

WM. T. HARRIS,
Commissioner.

1. Latin or Roman.
2. Continental.
3. English.

——— ———
Signature of reporting officer.

In answer to this letter replies were received from 402 universities and colleges. From these replies we learn the following: 269 institutions use the Roman or Latin method, 59 institutions use the English method, 58 institutions use the Continental method, 10 institutions use the Roman and English methods, 2 institutions use the Roman and Continental methods, and 4 institutions give indefinite answers.

Comparing the answers received in 1892 with those received in 1876 we find that a great many changes have taken place in that time, the large majority being toward the Roman method. Thus we find that 52 institutions have changed from English to Roman, 32 institutions have changed from Continental to Roman, 3 institutions have changed from Roman to English, 4 institutions have changed from Continental to English, 3 institutions have changed from English to Continental, 1 institution has changed from Roman to Continental.

In the following list are given the names of the institutions that reported in 1892, together with the answers given in 1876 and in 1892.

List of universities and colleges with the method of Latin pronunciation in use in the years 1876 and 1892.

Location.	Name.	1876.	1892.
Alabama.			
East Lake	Howard College	Roman	Roman.
Lineville	Lineville College		English.
Mobile	Spring Hill College	Continental	Continental.
University	University of Alabama		Roman.
Arkansas.			
Batesville	Arkansas College		English.
Conway	Hendrix College		Roman.
Little Rock	Little Rock University		English.
	Philander Smith College		Roman.[a]
California.			
Berkeley	University of California	Roman	Roman.
College City	Pierce Christian College		Continental.
College Park	University of the Pacific	English	Roman.
Irvington	Washington College		Roman.
Los Angeles	Los Angeles University		Roman.
Mills College	Mills College		Roman.
Napa	Napa College		English.
	St. Vincent's College	Continental	Roman.
Oakland	California College	English	Continental.
	St. Mary's College	Continental	English.
Palo Alto	Leland Stanford, junior, University		Roman.
San Francisco	St. Ignatius College		Continental.
Santa Clara	Santa Clara College	Continental	Continental.
Santa Rosa	Pacific Methodist College	English	Roman.
University	University of Southern California		Roman.
Woodbridge	San Joaquin Valley College		Roman.
Colorado.			
Boulder	University of Colorado		Roman.
Colorado Springs	Colorado College	Continental	Roman.
Del Norte	Presbyterian College of the Southwest		Continental.
University Park	University of Denver		Roman.
Connecticut.			
Hartford	Trinity College	English	(See p. 860.)
Middletown	Wesleyan University	English	Roman.
New Haven	Yale University		Roman.
Delaware.			
Newark	Delaware College	English	Roman.
District of Columbia.			
Washington	Columbian University	Roman	Roman.
	Georgetown University	Continental	Continental.
	Howard University	Continental	Roman.
Florida.			
De Land	John B. Stetson University		Roman.
Leesburg	Florida Conference College		Roman.
Winter Park	Rollins College		English.
Georgia.			
Athens	University of Georgia	Roman	Roman.
Atlanta	Atlanta University	English	English.
Bowdon	Bowdon College	Continental	Continental.
Buford	Buford College		Continental.
Macon	Mercer University		Roman.
Oxford	Emory College		English.
South Atlanta	Clark University		English.
Illinois.			
Abingdon	Hedding College		English.
Bloomington	Illinois Wesleyan University	Roman	Roman.
Bourbonnais Grove	St. Viateur's College		Roman.
Carlinville	Blackburn University	English	English.
Carthage	Carthage College	English	Roman.

[a] From catalogue.

List of universities and colleges with the method of Latin pronunciation in use in the years 1876 and 1892—Continued.

Location.	Name.	1876.	1892.
Illinois—Continued.			
Champaign	University of Illinois		Roman.
Chicago	St. Ignatius College	Continental	Continental.
	University of Chicago		Roman.
Elmhurst	Evangelical Proseminary		Continental.
Eureka	Eureka College	Continental	Roman.
Evanston	Northwestern University	English	English.
Fulton	Northern Illinois College		Roman.
Galesburg	Knox College	English	English.
	Lombard University	English	English.
Jacksonville	Illinois College	English	English.
Lake Forest	Lake Forest University		Roman.
Lebanon	McKendree College		Roman.
Lincoln	Lincoln University	English	Roman.
Monmouth	Monmouth College	Roman	Roman.
Naperville	Northwestern College	Roman	English.
Quincy	Chaddock College		Roman.
Rock Island	Augustana College		Roman.
Teutopolis	St. Joseph's Diocesan College	Continental	Continental.
Upper Alton	Shurtleff College	English	English.
Westfield	Westfield College	English	Roman.
Wheaton	Wheaton College	English	English.
Indiana.			
Bloomington	Indiana University	Roman	Roman.
Crawfordsville	Wabash College	English	Roman.
Fort Wayne	Concordia College	Continental	Continental.
	Taylor University	English	English.
Franklin	Franklin College	English	Roman.
Greencastle	De Pauw University	Roman	Roman.
Hanover	Hanover College	Continental	English.
Hartsville	Hartsville College	English	English.
Irvington	Butler University	Roman	Roman.
Merom	Union Christian College	Continental	English.
Moore's Hill	Moore's Hill College	Roman	Roman.
Notre Dame	University of Notre Dame	Continental	Continental.
Richmond	Earlham College	English	English.
St. Meinrad	St. Meinrad's College	Continental	Continental.
Iowa.			
Cedar Rapids	Coe College		Roman.
Charles City	German-English College		Roman.
College Springs	Amity College		English.
Davenport	Griswold College		Continental.
Decorah	Luther College	Continental	Roman.
Des Moines	Des Moines College	English	Roman.
	Drake University		Roman.
Fairfield	Parsons College		English.
Fayette	Upper Iowa University	Roman	Roman.
Grinnell	Iowa College	English	Roman.
Hopkinton	Lenox College		Roman.
Indianola	Simpson College	English	English.
Iowa City	State University of Iowa	English	Roman.
Mount Pleasant	Iowa Wesleyan University	Continental	English.
Mount Vernon	Cornell College	Roman	Roman.[a]
Oskaloosa	Oskaloosa College	Roman	Roman.
	Penn College	English	Roman.
Pella	Central University of Iowa	English	Roman.
Sioux City	University of the Northwest		Roman.
Storm Lake	Buena Vista College		Roman.
Tabor	Tabor College	English	Roman.
Toledo	Western College	Continental	Roman.
Waverly	Wartburg College	Continental	Continental.
Kansas.			
Atchison	Midland College		Roman.
	St. Benedict's Academy		Continental.
Baldwin	Baker University		Roman.
Emporia	College of Emporia		English.
Enterprise	Central College		Roman.
Highland	Highland University		English.[a]
Holton	Campbell University		Roman and English.
Lawrence	University of Kansas	Roman	Roman.
Lecompton	Lane University	English	Roman.

[a] From catalogue

List of universities and colleges with the method of Latin pronunciation in use in the years 1876 and 1892—Continued.

Location.	Name.	1876.	1892.
Kansas—Continued.			
Lindsborg	Bethany College		Roman.
Ottawa	Ottawa University		Roman.
St. Mary's	St. Mary's College		(See p. 861.)
Sterling	Cooper Memorial College		Roman.
Topeka	Washburn College		English and Roman.
Wichita	Wichita University		Roman.
Winfield	Southwest Kansas College		Roman.
Kentucky.			
Berea	Berea College		Roman.
Bowling Green	Ogden College		Roman.
Danville	Centre College	Roman	Roman.
Eminence	Eminence College	Continental	Roman.
Georgetown	Georgetown College	English	Roman.
Hopkinsville	South Kentucky College		English.
Lancaster	Garrard College		Roman.
Lexington	Kentucky University	Roman	Roman.
New Liberty	Concord College	English	Roman.
Richmond	Central University	Roman	Roman.
St. Mary's	St. Mary's College	Continental	Continental.
Winchester	Kentucky Wesleyan College	Roman	Roman.
Louisiana.			
Baton Rouge	Louisiana State University	Roman	Roman.
Grand Coteau	St. Charles College	Continental	Continental.
Jackson	Centenary College of Louisiana		Roman.
Keachie	Keachie College		Roman.
New Orleans	Leland University	English	English.
	New Orleans University	English	English.
	Straight University	English	Roman.
	Tulane University		Roman.
Maine.			
Brunswick	Bowdoin College	English	Roman.
Lewiston	Bates College	Continental	English.
Waterville	Colby University	English	Roman and English.
Maryland.			
Annapolis	St. John's College		Continental.
Baltimore	Johns Hopkins University		Roman.
	Loyola College		(See p. 861.)
	Morgan College		Roman.
	Woman's College of Baltimore	English	Roman.
Chestertown	Washington College		Roman.
Ellicott City	Rock Hill College		Roman.
	St. Charles' College		Continental.
Mount St. Mary's	Mt. St. Mary's College		Continental.
New Windsor	New Windsor College		Continental.
Westminster	Western Maryland College	Roman	Roman.
Massachusetts.			
Amherst	Amherst College	English	Roman.
Boston	Boston College		Continental.
	Boston University	Roman	Roman.
Cambridge	Harvard University		Roman.
Northampton	Smith College		Roman.
South Hadley	Mount Holyoke Seminary and College		Roman.
Springfield	French Protestant College		Roman.
Tufts College	Tufts College	English	English and Roman.
Wellesley	Wellesley College		Roman.
Williamstown	Williams College	English	Roman.
Worcester	College of the Holy Cross		Continental.
Michigan.			
Adrian	Adrian College	English	Roman.
Albion	Albion College	Continental	Roman.
Alma	Alma College		Roman.
Ann Arbor	University of Michigan	Roman	Roman.
Battle Creek	Battle Creek College		Roman.
Benzonia	Benzonia College		English.
Detroit	Detroit College		Continental.

List of universities and colleges with the method of Latin pronunciation in use in the years 1876 and 1892—Continued.

Location.	Name.	1876.	1892.
Michigan—Continued.			
Grand Rapids	Western Michigan College		Roman.
Hillsdale	Hillsdale College		Roman.
Holland	Hope College	Continental	Roman.
Kalamazoo	Kalamazoo College	Roman	Roman.
Olivet	Olivet College	English	Roman.
Minnesota.			
Excelsior	Northwestern Christian College		Roman.
Hamline	Hamline University		Roman.
Minneapolis	Augsburg Seminary		Roman.
	University of Minnesota	English	Roman.
New Ulm	Dr. Martin Luther College		Continental.
Northfield	Carleton College	English	Roman.
	St. Olaf College		Roman.
St. Paul	Macalester College		Roman.
St. Paul Park	St. Paul's College		Roman.
St. Peter	Gustavus Adolphus College		English.
Winnebago City	Parker College		Continental.
Mississippi.			
Clinton	Mississippi College		Roman.
Harperville	Hunt and Huddleston College		Roman.
Holly Springs	Rust University	Continental	Roman.
University	University of Mississippi	Roman	Continental.
Missouri.			
Bolivar	Southwest Baptist College		Roman.
Bowling Green	Pike County College		English.
Columbia	University of the State of Missouri	Roman	Roman.
Edinburg	Grand River College		English.
Fayette	Central College	Roman	Roman.
Fulton	Westminster College	English	English.
Greenfield	Ozark College		Roman.
La Belle	Western College		English.
La Grange	La Grange College		English.
Marshall	Missouri Valley College		Roman.
Neosho	Scarritt Collegiate Institute		Continental.
Parkville	Park College		Roman and English.
St. Louis	Christian Brothers College	Continental	Continental.
	St. Louis University	Continental	Continental.
	Washington University	English	English.
Springfield	Drury College	English	Roman.
Tarkio	Tarkio College		Roman.
Trenton	Avalon College		Roman.
Warrenton	Central Wesleyan College		Continental.
Montana.			
Deer Lodge	College of Montana		Roman.
Nebraska.			
Bellevue	University of Omaha		Roman.
Crete	Doane College	English	Roman.
Fairfield	Fairfield College		English.
Lincoln	Cotner University		Roman.
	University of Nebraska	Continental	Roman.
Neligh	Gates College		Roman.
University Place	Nebraska Wesleyan University		Roman.
York	York College		Roman.
Nevada.			
Reno	State University of Nevada		Roman.
New Hampshire.			
Hanover	Dartmouth College	English	Roman.
New Jersey.			
Newark	St. Benedict's College		Continental.
New Brunswick	Rutgers College	Roman	Roman.
Princeton	College of New Jersey	Roman	Roman or continental.

List of universities and colleges with the method of Latin pronunciation in use in the years 1876 and 1892—Continued.

Location.	Name.	1876.	1892.
New Jersey—Cont'd.			
South Orange	Seton Hall College		Continental.
Princeton	Evelyn College		Continental.
New York.			
Alfred Center	Alfred University		Roman.
Allegany	St. Bonaventure's College	Continental	Continental.
Annandale	St. Stephen's College	English	English.
Aurora	Wells College	Continental	Roman.
Brooklyn	Polytechnic Institute of Brooklyn	English	English.
	St. John's College		Continental.
Buffalo	Canisius College		Continental.
Canton	St. Lawrence University	English	Roman.
Clinton	Hamilton College		English.
Elmira	Elmira College	English	Roman.
Geneva	Hobart College	Continental	Roman.
Hamilton	Colgate University	English	Roman.
Ithaca	Cornell University	Roman	Roman.
Keuka College	Keuka College		Roman.
Le Roy	Ingham University	English	Roman.
New York	College of St. Francis Xavier		Continental.
	College of the City of New York		Roman.
	Columbia College	Roman	Roman.
	Rutgers Female College		Roman.
	University of the City of New York	Roman	Roman.
Niagara University	Niagara University		Roman.
Poughkeepsie	Vassar College	Continental	Roman.
Rochester	University of Rochester	Roman	Roman.[a]
Schenectady	Union University	Roman	Roman.
Syracuse	Syracuse University	English	Roman.
North Carolina.			
Chapel Hill	University of North Carolina		Roman.
Charlotte	Biddle University		Roman.
Davidson	Davidson College		Roman.
Durham	Trinity College	Roman	Roman.
Guilford College	Guilford College		Continental.
Mount Pleasant	North Carolina College	Continental	Roman.
Newton	Catawba College		Roman.
Rutherford College	Rutherford College	Continental	Roman.
Salisbury	Livingstone College		Roman.
Wake Forest	Wake Forest College	Roman	Roman.
North Dakota.			
Fargo	Fargo College		Roman.
Rolla	Rolla University		English.
University	University of North Dakota		English.
Ohio.			
Akron	Buchtel College		Roman.
Alliance	Mt. Union College	Continental	Roman.
Ashland	Ashland University		Roman and English.
Athens	Ohio University	Roman	Roman and English.
Berea	Baldwin University	Roman	Roman.
	German Wallace College		Roman.
Cincinnati	St. Joseph's College		Continental.
	St. Xavier College	Continental	Roman.
	University of Cincinnati	Roman	Roman.
Cleveland	Western Reserve University	English	Roman.
College Hill	Belmont College		Roman.
Columbus	Capital University		Continental.
	Ohio State University		Roman.
Delaware	Ohio Wesleyan University	Roman	Roman.
Findlay	Findlay College		Roman.
Gambier	Kenyon College	English	English.
Granville	Denison University	English	Roman.
Hillsboro	Hillsboro College		Roman.
Hiram	Hiram College	Roman	Roman.
Marietta	Marietta College	English	English.
New Athens	Franklin College	Continental	Roman.
New Concord	Muskingum College		Roman.

[a] From catalogue.

List of universities and colleges with the method of Latin pronunciation in use in the years 1876 and 1892—Continued.

Location.	Name.	1876.	1892.
Ohio—Continued.			
Oberlin	Oberlin College	English	Roman.
Oxford	Miami University		Roman.
Richmond	Richmond College	Continental	English.
Rio Grande	Rio Grande College		Roman.
Scio	Scio College		Roman.
Springfield	Wittenberg College		Roman.
Tiffin	Heidelberg University	Continental	Roman.
Urbana	Urbana University	Continental	Continental.
Westerville	Otterbein University	English	Roman.
Wilberforce	Wilberforce University		Roman.
Wilmington	Wilmington College	Roman	Roman.
Wooster	University of Wooster	Continental	Roman.
Yellow Springs	Antioch College	Roman	English.
Oregon.			
Eugene	University of Oregon		English.
Forest Grove	Pacific University	Roman	Roman.
McMinnville	McMinnville College		Roman.
Philomath	Philomath College	English	English and Continental.
Salem	Willamette University	Continental	Roman and English.
Pennsylvania.			
Allegheny	Western University of Pennsylvania	English	Roman.
Allentown	Muhlenberg College	English	Continental.
Annville	Lebanon Valley College	English	Roman.
Beatty	St. Vincent College	Continental	Continental.
Beaver Falls	Geneva College		Roman.
Bryn Mawr	Bryn Mawr College		Roman.
Carlisle	Dickinson College		Roman.
Chester	Pennsylvania Military Academy	Roman	English.
Collegeville	Ursinus College		Roman.
Easton	Lafayette College	English	Roman.
Gettysburg	Pennsylvania College	English	Roman.
Greenville	Thiel College		Continental.
Haverford College	Haverford College	Roman	Roman.
Lancaster	Franklin and Marshall College	Continental	Roman.
Lewisburg	Bucknell University	Roman	Roman.
Lincoln University	Lincoln University	Continental	Roman.
Loretto	St. Francis College		Roman.
Meadville	Allegheny College	Continental	Roman.
New Berlin	Central Pennsylvania College		Roman.
New Wilmington	Westminster College	Roman	Roman.
Philadelphia	La Salle College		Roman.
	University of Pennsylvania		Continental.
Swarthmore	Swarthmore College	Roman	Roman.
Villanova	Villanova College		Roman.
Washington	Washington and Jefferson College		Roman.
Rhode Island.			
Providence	Brown University		Roman.
South Carolina.			
Charleston	College of Charleston	English	Continental.
Clinton	Presbyterian College of South Carolina		Roman.
	South Carolina College	English	(See p. 862.)
Due West	Erskine College		English.
Greenville	Furman University	Continental	Roman.
Newberry	Newberry College	Roman	Roman.
Orangeburg	Claflin University		English.
Spartanburg	Wofford College	English	Roman.
South Dakota.			
East Pierre	Pierre University		Roman.
Mitchell	Dakota University		Roman.
Redfield	Redfield College		Roman.
Vermillion	University of South Dakota		Roman.
Yankton	Yankton College		Roman.
Tennessee.			
Bristol	King College		Continental.
Chattanooga	U. S. Grant University	Continental	Roman.
Clarksville	Southwestern Presbyterian University	Roman	Roman.
Decherd	Terrill College		Roman.

List of universities and colleges with the method of Latin pronunciation in use in the years 1876 and 1892—Continued.

Location.	Name.	1876.	1892.
Tennessee—Continued.			
Hiwassee	Hiwassee College		English.
Jackson	Southwestern Baptist University		Roman.[a]
Knoxville	Knoxville College		Roman.
	University of Tennessee	English	Roman.
Lebanon	Cumberland University	English	English and Roman.
McKenzie	Bethel College		English.
Memphis	Christian Brothers College	Continental	Continental.
Mossy Creek	Carson and Newman College		English.
Nashville	Central Tennessee College	Continental	Roman.
	Roger Williams University		Roman.
	Vanderbilt University		Roman.
Pikeville	People's College		Continental.
Sewanee	University of the South	English	Roman.
Spencer	Burritt College		Roman.
Tusculum	Greeneville and Tusculum College		Roman.
Washington College	Washington College		Roman.
Texas.			
Austin	University of Texas		Roman.
Fort Worth	Fort Worth University		Roman.
Georgetown	Southwestern University	English	Roman.
Marble Falls	Marble Falls University		Continental.
Marshall	Wiley University		Roman.
Sherman	Austin College	Continental	Roman.
Tehuacana	Trinity University		Roman.
Waco	Baylor University	English	Roman.
Utah.			
Salt Lake City	University of Utah	Roman	Roman.
Vermont.			
Burlington	University of Vermont	English	English and Roman.
Middlebury	Middlebury College	Roman	Roman.
Virginia.			
Ashland	Randolph-Macon College	Roman	Roman.
Charlottesville	University of Virginia	Roman	Roman.
Emory	Emory and Henry College	Roman	Roman.
Hampden-Sidney	Hampden-Sidney College	Roman	Roman.
Lexington	Washington and Lee University	Roman	Roman.
Richmond	Richmond College		Roman.
Salem	Roanoke College	Continental	Roman.
Washington.			
Colfax	Colfax College		Roman.
Seattle	University of Washington		Roman.
West Virginia.			
Bethany	Bethany College	Roman	Roman.
Flemington	West Virginia College	Continental	Continental.
Morgantown	West Virginia University	Continental	Roman.
Wisconsin.			
Appleton	Lawrence University	English	Roman.
Beloit	Beloit College	English	English.
Franklin	Mission House		Continental.
Galesville	Gale College	Roman	Roman.
Madison	University of Wisconsin	Roman	Roman.
Milton	Milton College	English	Roman.
Milwaukee	Marquette College		Continental.
Ripon	Ripon College	English	Roman.
St. Francis	Seminary of St. Francis of Sales		Continental.
Watertown	Northwestern University	Continental	Roman.
Wyoming.			
Laramie	University of Wyoming		Roman.

[a] From catalogue.

REMARKS BY PROFESSORS OF LATIN.

In addition to the answers given in the preceding tabulation, a number of the professors of Latin gave their reasons for using the methods employed by themselves. Some of these remarks are very interesting and profitable, as will be seen by an examination of them. The statements made are as follows:

University of Alabama.—The Roman is our standard, but we teach the English method also. Our students are trained to pronounce in both ways. (*Prof. William S. Wyman.*)

Hendrix College, Arkansas.—I use the Roman method, but am about persuaded that the English method would, upon the whole, prove more satisfactory. (*Prof. J. B. Clark.*)

University of California.—Roman. I do not feel quite satisfied with the weakening of the *v*, especially as it has its full consonant power in Italian and French. On the whole, I wish (vain wish) that the English and Americans had adopted the Italian system. (*Prof. Martin Kellogg.*)

Pierce Christian College, California.—We use the Continental, but it is my opinion that the English is the method for Americans. (*President William Henslee.*)

Washington College, California.—We use the Roman method altogether. We think it nearer correct, or nearer the ancient pronunciation, and there is a great gain to students who desire to study the leading modern languages of Europe, English excepted. (*President J. C. Keith.*)

Pacific Methodist College, California.—In my opinion the Roman method is the proper one, and should be used by all instructors of the Latin language. (*Prof. George W. Gooch.*)

Trinity College, Connecticut.—I use the English myself for most purposes, but I do not require it of the students. (*Prof. Samuel Hart.*)

Buford College, Georgia.—The Continental method is chiefly used as most euphonic and as more suitable where Spanish is spoken by many. English pronunciation is, to my mind, too harsh. (*President Lamont Gordon.*)

Clark University, Georgia.—We have used the English method up to this point, but intend a change to the Roman next year. (*Prof. W. H. Crogman.*)

Hedding College, Illinois.—We use the English method; will probably introduce the Roman next year. (*Prof. V. C. Randolph.*)

Northwestern University, Illinois.—English used at present. Change to Roman announced. (*Prof. Daniel Bonbright.*)

Illinois College.—English is now in use, but shall soon change to Roman. (*Prof. H. W. Johnston.*)

Northwestern College, Illinois.—English is used at present. Some thought of change, (*Prof. Henry C. Smith.*)

Augustana College, Illinois.—The English method is foreign, and thus destructive to the character of the Latin language; the Continental method is less so, but lacks sufficient qualifications for becoming universally accepted; the Roman method, being in full harmony with the character of the language, is the most natural, and has the best prospects of becoming universally adopted. The Roman method, therefore, is the only one that deserves to be favored. (*Prof. C. O. Granère.*)

Wheaton College, Illinois.—We use the English method for these reasons: 1. There is more or less uncertainty as to how the Romans sounded certain letters. 2. It is eminently more practical: (*a*) It enables the student, from resemblance of sounds, to detect the English word contained in the Latin; where such is the case, time and labor are saved, therefore, by transfering, or better, synonymizing. (*b*) It enables the student, in reading a page of English, to detect more readily from what Latin word it is derived, thus giving him its root meaning, etc. (*Prof. B. S. Fox.*)

Wabash College, Indiana.—Roman preferred as being phonetic, and as better suited to the expression of Latin words and phrases. (*Prof. H. M. Kingery.*)

Concordia College, Indiana.—We are still using the Continental method, but I am personally in favor of adopting the Roman. (*Prof. O. Siemon.*)

Union Christian College, Indiana.—I consider the English method superior to all others, because it is a help in pronouncing English. (*Prof. A. D. Woodworth.*)

Earlham College, Indiana.—English is used. There will probably be a change to the Roman at an early date. (*Prof. Marianna Brown.*)

German-English College, Iowa.—We employ the Roman method because we believe that it was the method employed by the Romans, and also that the vigor and force peculiar to any language is lost if the native and natural method of pronouncing such language is not retained. (*Prof. P. P. Rodenberger.*)

Coe College, Iowa.—I find the Roman method is much easier to learn and is used more correctly. (*Prof. R. A. Condit.*)

Parsons College, Iowa.—I use the English in my class-room work, though during the last term in the course I teach the Roman as a matter of information. (*Prof. R. A. Harkness.*)

Western College, Iowa.—We regard the Roman method as the most natural and helpful. (*Prof. H. W. Ward.*)

University of Kansas.—We use the Roman, because modern scholarship has shown it to be much nearer the pronunciation of Cicero than either of the others. (*Prof. D. H. Robinson.*)

St. Mary's College, Kansas.—We use the Continental method for vowels and diphthongs and the English for consonants. (*Prof. James J. O'Meara.*)

Wichita University. Kansas.—We have discarded the English and Continental methods and use only the Roman. The last or Roman method is better adapted to the nature of the Latin language and consequently is more euphonic than the other methods. In my opinion the Roman method is *the* method to be used, not only in the universities but also in the high schools throughout the country. (*Prof. S. A. Alt.*)

Berea College, Kentucky.—For some reasons I prefer the English, but it seemed to me necessary to change because of the large number of colleges using the Roman method and our students were confused when hearing the Roman method used. (*Prof. B. S. Hunting.*)

Kentucky University.—I think it very important that a movement should be made in the direction of securing that uniformity in the pronunciation of Latin out of literary institutions chiefly by lawyers, physicians, and pharmacists, which the general adoption of the "Roman" system by Latinists has brought about in academies, colleges, and universities. (*Prof. A. R. Milligan.*)

Straight University, Louisiana.—We use the Roman method in all our Latin work because, first, this approximates most nearly to the speech of the ancient Romans; second, its uniformity renders it easier than either of the other methods; third, the absence of all flat sounds of vowels renders the rhythm more pleasing to the ear. (*Prof. W. Scott Goss.*)

Bowdoin College, Maine.—The Roman method is used exclusively in Bowdoin College, and all fitting schools are urged to use it from the first. It is almost essential to any intelligent study of phonetic laws, of the language as a growth, or of comparative philology. It is necessary, however, to have all long syllables marked in advance as well as elementary texts. Otherwise we must choose between slovenly inaccuracy in pronunciation, or an insufferable and comparatively useless burden on the memory of teacher and pupils. (*Prof. William C. Lawton.*)

Loyola College, Maryland.—The Continental method is used in uttering vowels, while the English is employed in the use of the consonants. (*Prof. J. D. Downs.*)

Washington College, Maryland.—The Roman pronunciation is taught in this college because it is believed to approximate more nearly than any other to the true one. (*Prof. James R. Micon.*)

Olivet College, Michigan.—For scientific students, who take Latin two years for etymology merely, I note advantages in the English pronunciation; but for real Latin students who read the Latin of Cicero nothing equals the Roman method. The Roman method alone truly brings out the beauty of scansions in Virgil. (*Prof. George N. Ellis.*)

Gustavus Adolphus College, Minnesota.—We use the English method of Latin pronunciation, although somewhat under protest. (1) Because we are supposed to be behind the age. (2) Because foreigners, especially the Germans and Swedes, prefer the broad vowel sounds which would correspond more with their languages. The reason I have adhered to the English was because I believe it to be of a decided advantage in acquiring the English: (1) In the study of derivation of English, but (2) especially for pronunciation. We have even here at our institution men who were raised and educated in this country who invariably say "yeneral" for general, and "yust" for just, and instances of a like nature. One other thing I disapprove of in our Latin texts of late years, and that is the exclusion of the letter *j*. Although the ancient Latins may have known nothing of the letter *j*, yet since *i* must serve two purposes, viz, that of a vowel and a consonant, we may as well have a *j* and train our young people in a correct pronunciation of that letter. (*Prof. John Sander.*)

Mississippi College.—I am of the opinion that the beauty and harmony of the language can be obtained through no method as satisfactorily as by the Roman method. (*Prof. A. J. Aven.*)

Missouri Valley College.—I teach the Roman pronunciation with care, believing that it is decidedly better than the English method. Its superiority is unequivocal if the student is also to study another foreign language. So far as my knowledge goes, the public schools in this State decidedly favor the English method. (*Prof. Albert McGinnis.*)

Drury College, Missouri.—The lack of uniformity in the practice of the schools makes it difficult to maintain a consistent pronunciation. (*Prof. Arthur P. Hall.*)

Gates College, Nebraska.—The method of pronunciation is optional with the student, but some one system must be followed consistently. The Roman is recommended to the student, and is exclusively used by the instructors in this college. (*Prof. H. H. White.*)

Polytechnic Institute of Brooklyn, N. Y.—The Roman pronunciation was adopted by us in about 1860. After using it some five years the faculty unanimously resolved to go back to the English. The advantages of the Roman seemed to us trifling as compared with its disadvantages. At that time we consulted all leading colleges in this country, and also the Latin authorities in Oxford and Cambridge. One eminent Latin scholar remarked: "If my Latin instruction is to be an impediment to the student of English, I will drop it." We use the English, requiring the pupil to master the rules for Roman and Continental, but not their application in daily practice. (*President D. H. Cochran.*)

Vassar College, New York.—In addition to the quality given to each sound in pronunciation, I desire to call special attention to the importance of careful observance of the value of vowel quantities, whether long or short. Experience shows clearly that carelessness in this regard is a very prominent and serious defect in the use of any method of Latin pronunciation employed by American schools and colleges. (*Prof. J. Leverett Moore.*)

Findlay College, Ohio.—We use the Roman method. The reasons are as follows: 1. The analogy of vowel sounds to kindred languages. 2. The fitness of the pronunciation when acquired, and the ease of its acquisition. (*Prof. Chas. T. Fox.*)

Hiram College, Ohio.—There are, at least, six good reasons for using the Roman method of pronunciation: (1) Statements of Roman writers, *e. g.*, M. Varro, Cicero, Quintilianus, and other writers. (2) Orthography of Latin. It was pronounced as spelled. (3) Roman sounds represented by Greek letters. (4) Comparison of Italian, French, Spanish and Portuguese. (5) Tradition of scholars and of Roman Catholic church. (6) General principles of phonology. (*Prof. E. L. Hall.*)

Richmond College, Ohio.—The English method is used because the students' pronunciation of English is not injured. (*President G. W. MacMillan.*)

Otterbein University, Ohio.—I have used the Roman method for twelve years and have always regarded it as the only rational one. (*Prof. George Scott.*)

Wilberforce University, Ohio.—The Roman is used by us as we regard it the nearest approach to the method used by the Romans themselves. (*Prof. W. S. Scarborough.*)

University of Oregon.—We use the English. No one knows how Cicero pronounced his vernacular. There are some good reasons why we should use the English. I can't conceive of any reason or any good sense in our attempting to pronounce the Latin as the Germans or the French do. (*President J. W. Johnson.*)

South Carolina College.—I have been connected with the South Carolina College as professor of ancient languages nearly ten years, and during all that time have given preference to the English method of pronouncing Latin. At the same time, the Roman and Continental methods are taught and explained for the benefit of the student, to whom the largest discretion is allowed, the *sound* of the vowels and consonants being regarded as a matter of taste, while a false *quantity* is a capital offense. (*Prof. E. L. Patton.*)

Erskine College, South Carolina.—The English method is employed as being that which, in our judgment, can be most consistently followed throughout. (*Prof. J. M. Todd.*)

King College, Tennessee.—The Continental method is used. English method preferred for practical purposes, and because the Continental is, after all, arbitrary. (*Prof. G. W. A. Lyon.*)

Hiwassee College, Tennessee.—The Roman is foreign and unsatisfactory. There is no Continental method. English, by all means, for English-speaking peoples. (*President J. H. Brunner.*)

Central Tennessee College, Tennessee.—The Roman method is used. I do not approve of it for our students. It seems to interfere with their pronunciation of English and confuses them in getting the English of new words. So far as utility is concerned the pronunciation of Latin of course equals zero. I think Virgil would hardly understand one of our students reading or repeating the Æneid any more than the Parisian understands the French of one-half of our students of French. If our students need to exercise their vocal organs in sounds not in our language the living languages are open to us, and we can know when we are correct, more than can be said of any pronunciation of any dead tongue. (*President J. Braden.*)

University of Texas—We use the Roman method as the only one that renders the euphonic laws intelligible, and as furnishing an invaluable key to the broad fundamental facts of the phonetics of modern European languages. (*Prof. Thomas Fitz-Hugh.*)

Washington and Lee University, Virginia.—I use the quantitative Latin pronunciation; have insisted on this for about fifteen years, and with fairly good results, especially in the recitation of verses. I find it very hard to impress teachers of preparatory schools with the importance of insisting upon quantity as well as quality in rendering vowel sounds. I should be glad to see the quantity marked in school editions of Cæsar and Cicero. (*Prof. C. J. Harris.*)

Randolph-Macon College, Virginia.—I find the greater objection made to c and g hard before e and i. But little less is the objection to sounding v as w. While the Roman method differs widely from the English and to some people appears affected and unnatural, yet in my judgment the weight of authority is decidedly in its favor. (*Prof. J. L. Buchanan.*)

THE LATIN OR ROMAN METHOD OF PRONUNCIATION.[1]

Vowels.

Long and short vowels generally differ in quantity, not quality, of sound.

ā is sounded like our *a* in *father*. It has the rich Italian sound of that letter as indicated in the dictionaries of Worcester and Webster. The sounds we hear in *fate* and *fat* are unknown in the Latin *a;* so also is that intermediate sound, of which some otherwise good speakers are guilty in saying, or trying to say, "Our Father." *ă* has the sound of *a* in *diadem*.

ĕ is French *è*, which Surenne properly represents as our *e* in *met*, very slightly prolonged. *ē* is same in quality, differing only in quantity. It is French *ê*, or *e*, in *met*, still more prolonged than *è* in *très*. Thus, *fête*, as rapidly enunciated among the Parisians, is represented in the works of English lexicographers by *fate*. This is certainly a convenient, approximate sound.

ī, as i in *machine;* *ĭ*, as i in *purity*. (See *site* in Webster's Unabridged Dictionary.) *ō*, as *o* in *no*. For *ŏ* Roby gives *dot, not, omit.*

ū like *oo* in *moon;* *ŭ* short, like *u* in *full*.

y intermediate beween *i* and *u*. It is French *u* or German *ü* (Müller is nearer Miller than Muller). For convenience sake, then, rank *y* with *i*.

A short vowel rendered long by position, as, for instance, *e* in *est* and *esse* is still pronounced short.

Great care should be taken as to final short syllables, *e. g., essĕ, amatŭr, amatŭs.* Distinguish *fructŭs* and *fructūs*.

Diphthongs.

In all these each element is heard. Let the combination be rapid.

Ae or *ai* like *ay* (yes). In rapid utterance it is nearly our personal pronoun of the first person; *i* is a compound sound made up of *ah* and *ee*. See Walker's Dictionary.

au like *ow* in *now*. The analysis is *ah-oo*. The rapid combination is *ow* in *now*.

ei as in *vein*, slightly drawled, and not like the English *i* in *time*.

eu as *eh-oo;* many give the sound of *eu* in *feud*.

oe or *oi* like *oi* in *oil*.

ui like French *oui;* very nearly our pronoun *we*.

The American Philological Association recommends the use of the Italian sounds of the vowels and diphthongs.

Consonants.

d, f, h, k, l, n, p, t, as in English. So *b*, like English *b*, except that *bs=ps*—thus, *urbs, corps.*

c always hard, like English *k*. (See Bullion's Latin Grammar, section 17, 4, note.)

g always hard, as in *give*.

j like *j* in *hallelujah;* *i. e.*, like *y* in *yet*.

m at the end of words appears to have been scarcely audible. (Roby.)

nc is like *ngk;* as *ancŏra*, like *anchor*.

ng like *ngg;* as *frango*, like *anger*.

qu as in *queen* (Roby); but the combination *quu* was odious to the Roman eye and ear. For *quum* always write *cum*. Even *equus* and *loquuntur* may be barely tolerated, and were usually written *equos* or *ecus* and *locuntur*.

r always trilled, as in French.

s always hissing, as in *this;* never like *z;* thus, *nos, pes, trans.* Every English compound with *trans* should have the hissing sound. See the English dictionaries, Worcester, Webster, Smart.

ti with the pure sound of *t* always preserved. Thus, *natio*, *nah-te-o*, and not *nā-she-o* or *nah-she-o*. (See Bullion's Latin Grammar, section 17, 4.)

v is English *w*, or French *ou* in *oui*.

x is *ks*, never *gz*.

z occurs only in words of Greek origin, and is pronounced like ξ. Dr. Georg Curtius, in the elucidations of his Greek grammar (translated by Evelyn Abbott, John

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[1] Annual Report, 1876, p. 487.

Murray, London, pp. 233, 12 mo., $2), says: "*Z*, therefore, which is shown by prosody to be a double consonant, must certainly be pronounced as *ds*, that is, *d* with a soft *s*."

***ps* preserves the sound of both its elements, as in *psallo*.**

***ph*, *th*, *ch*, Roby maintains, are not pronounced as in either English or in German, but as *p+h*, *t+h*, *c+h*, or the ordinary *p*, *t*, *c*, immediately followed by a rough breathing. So Curtius as to the Greek; see Elucidations, p. 7. Those who would be annoyed by so much that is foreign to the English will take comfort in Hadley's statement (see grammar, section 17). "The letters *φ*, *θ*, *χ*, seem to have had at first the sound of *ph*, *th*, *ch*, in English u*ph*ill, ho*th*ouse, bloc*kh*ead. But afterward they came to sound as in English gra*ph*ic, pa*th*os, and German ma*ch*en, the last being a rough palatal sound, no longer heard in English." Many orthoëpists set down *ch* as practically *k*.**

CHAPTER XXIII.

PROFESSIONAL INSTRUCTION.

I.

GRADUATION AND LICENSE.

The recent activity of the State in matters pertaining to the public health and intelligence is well known. In a Republic composed, in matters pertaining to the professions of medicine, of law, and of teaching, of many independent Commonwealths, such as is the United States, a great difficulty is experienced in securing uniformity in the regulations governing either admission to or practice of those professions. Our country, therefore, as a national unit can not be compared in the particulars mentioned above with the nations of Continental Europe, but such a comparison may very properly be instituted between any of the States of which the Union is composed and France or any other centralized government of Europe.

In France, for instance, the faculties established by Napoleon the First in 1808 were primarily examining and degree conferring bodies, such as is the University of London at the present day. These faculties (law, medicine, theology, letters, and sciences) constituted the higher education department of the University of France, and only by the faculties of which this department is composed can academic degrees be conferred. To enter one of the faculties it is necessary to have obtained the lowest degree conferred by the faculty of letters, that of bachelor, which may be compared, as to kind but not as to quality, to the admission examination held by our colleges. But the point to be marked is that the professors composing these faculties are employés of the state—paid by the state, promoted by the state, transferred by the state, and pensioned by the state. Thus it appears that in France the state has never relinquished its right to say what knowledge and experience should be possessed by the candidates for the professions of law and medicine, and of late has added to these the profession of teaching, though that in its elementary grades is regulated by the state department of elementary instruction, which with the department of secondary and higher education, form the University of France.

In Germany, on the other hand, the degree conferred by the faculties of medicine and law is merely an academic distinction such as is our M. A., and confers no right to practice in the case of medicine, or of appointment to public judicial positions in the case of law, that right being granted by a board of examiners appointed by the state; for law and medicine in Germany are taught only in universities, and these institutions still retain their corporate existence, though the state maintains a plenipotentiary, bearing the title of curator, within the walls of each. On the other hand, graduation from a school for training teachers is equivalent to being licensed; for the curriculum of the school, its administration, and its teachers have all been fixed or appointed by the state.

The following table shows how differently these matters are conducted in America. It would seem that of all the States Massachusetts alone has never delegated to a corporation, not even to her own normal schools (in the case of teachers), the right, in substance, to license her physicians, dentists, pharmacists, lawyers, or teachers. Other States are equally consistent in conferring that right, while others still are not so consistent, retaining within their own hands the right of examining pharmacists and lawyers, but not physicians. Indeed, there seems to be considerable apprehension that the pharmacists will improperly compound the drugs prescribed by the physician, an apprehension, however, which does not seem to be present as far as concerns the writer of the prescription.

Replies to the inquiry, "Are graduates admitted to practice in your State without further examination?"

	Medicine.				Lawyers.	Teachers.
	Physicians.	Dentists.	Pharmacists.	Veterinarians.		
North Atlantic Division:						
Maine	Yes					(a)
New Hampshire	Yes					(b)
Vermont	Yes					Yes.
Massachusetts	No	No	No		No	No.
Rhode Island						No.
Connecticut					Yes	(a)
New York	Yes	Yes	No	Yes	No	Yes.
New Jersey						Yes.
Pennsylvania	Yes	Yes	No	Yes	No	Yes.
South Atlantic Division:						
Delaware						
Maryland	Yes	Yes	Yes		Yes	Yes.
District of Columbia	Yes	Yes	Yes		No	Yes.
Virginia	No					Yes.
West Virginia					Yes	Yes.c
North Carolina	No				No	No.
South Carolina	No					Yes.
Georgia	Yes				Yes	
Florida						Yes.
South Central Division:						
Kentucky	Yes	Yes	Yes		Yes	
Tennessee	Yes	Yes			Yes	Yes.
Alabama	No				Yes	Yes.
Mississippi					Yes	No.
Louisiana	Yes				Yes	Yes.
Texas	No				No	Yes.
Arkansas	No					No.
North Central Division:						
Ohio	Yes	Yes	No		Yes	
Indiana	Yes	Yes			Yes	Yes.
Illinois	Yes	Yes	No	Yes	Yes	Yes.
Michigan	Yes	Yes				Yes.
Wisconsin					Yes	Yes.c
Minnesota	No		No	Yes		No.
Iowa	Yes				Yes	Yes.c
Missouri	Yes	Yes	Yes		Yes	Yes.
North Dakota						Yes.
South Dakota						Yes.
Nebraska	Yes					Yes.
Kansas						Yes.
Western Division:						
Colorado	Yes					
Oregon	Yes				No	Yes.
California	Yes				Yes	Yes.

a They may be.
b Not by law, but practically, yes.
c In Iowa, West Virginia, and Wisconsin a year more spent in actual service in the public schools of the State is required in addition to the diploma.

Leaving aside the material value of the diploma or degree as a license to practice, or tantamount to such, we may inquire whether the schools of theology in the United States are empowered by the State to grant degrees, or, to put the question more properly, whether the schools have very generally sought to obtain that privilege from the State. Of a list of 141 theological institutions reporting in 1889, 80 answer the question, "Are you authorized by law to confer degrees?" Of these 45 answer in the affirmative and 35 in the negative.

II.

ENDOWED CHAIRS IN PROFESSIONAL SCHOOLS.

It has been asserted both in Europe and here in America that fierce competition in the business of teaching will not produce the higher kind of instruction called for in the intelligent practice of the learned professions. When the State hires the teaching corps and is administered by patriotic persons who prefer men of character and understanding to such as have political friends, the evils of competition and the attendant evils of an undue number of schools and of inadequate instruction are minimized. But even in a country in which professional education is a business matter a remedy may be sought in endowment of chairs. A glance at the following table will show how poorly the American schools of medicine and law are equipped in this way. As far as reported to the Bureau there is not in these two professions an endowed chair south or west of Philadelphia. Theology has been better cared for not only in the Eastern States, but also in the West and to some extent in the South.

Of the five endowed professorships that have been established in law schools four belong to Harvard University. These are the Royall, the Dane, the Bussey, and the Story chairs, the first two of which were established at a very early date in the history of this country, though it was not until 1829 that the Royall professorship became an integral part of the law department of the university.

In speaking of endowed professorships in the United States a reservation has to be made. A chair may be endowed in a university or in one of its departments, but a chair may also be endowed, less specifically it is true, by endowing the university or one of its departments. The university has the income to allot and every chair that receives regularly an allotment may be looked upon as endowed. It is impossible to enter into an intricate analysis of endowments of this kind at the present writing. A subsequent publication of this Bureau, however, will deal with the whole question of endowment of institutions of learning from a financial standpoint, which apparently is the proper method of approaching the subject.

Number of endowed chairs in professional schools.

	Schools of—				Schools of—		
	Medicine.	Theology.	Law.		Medicine.	Theology.	Law.
United States	5	171	5	South Atlantic Division—Continued:			
North Atlantic Division	5	93	5	Georgia	......	5	......
South Atlantic Division	......	18	......	South Central Division:			
South Central Division	......	8	......	Kentucky	......	8	......
North Central Division	......	46	......	North Central Division:			
Western Division	......	6	......	Ohio	......	15	......
				Indiana	......	1	......
North Atlantic Division:				Illinois	......	16	......
Maine	......	4	......	Michigan	......	5	......
Massachusetts	2	15	4	Wisconsin	......	1	......
Connecticut	......	12	1	Minnesota	......	3	......
New York	1	29	......	Iowa	......	3	......
New Jersey	......	16	......	Missouri	......	1	......
Pennsylvania	2	17	0	Nebraska	......	1	......
South Atlantic Division:				Kansas	......	......	0
District of Columbia	......	1	......	Western Division:			
Virginia	......	8	......	California	......	6	......
South Carolina	......	4	......				

III.

SCHOLARSHIPS AND FELLOWSHIPS.

The terms scholarship and fellowship, so commonly met with in connection with the discussion of college and university affairs, came from the English universities.[1] In a semiofficial publication of the University of Oxford a "college fellowship" is defined as "an eleemosynary institution which constitutes its holder a member for the time being of an intra-academical corporation, with a voice in its government and a claim upon its revenues." And further, these fellowships "were established for the promotion of religion and learning, and the original intention has been so far respected by subsequent usage that literary or scientific merit is still the basis of election; but a fellow once elected is at liberty to follow his own pursuits, whether they be literary or otherwise." "A scholarship," continues the same authority, "is an institution which constitutes its holder a member of an intra-academical corporation, without a voice in its government, but with a claim to instruction, to rooms, and to an allowance for maintenance." Beyond the difference between the fellow and the scholar, that one is an administrator and the other is not, a further difference is apparent, that the scholar is still obliged to follow the curriculum of the school and the fellow has gone beyond it, and, in a measure at least, is left to his own predilections.

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[1] In Germany the word Stipendium is used to denote the financial part of the meaning of the term, and in France the word Bourse, the holder being called a Boursier.

Just in what sense the term scholarship was taken by the several professional schools of the United States, when asked, in 1889, as to the number of scholarships existing in those schools, can not be stated, as distinctions of English origin lose their specific English significance in America. What the answers were is exhibited in the following table.

It is much to be feared, however, that the school authorities who have favored the Bureau with answers to the question it asked of them have, in many cases, thoroughly misunderstood the word "scholarship." The answers received, especially in the cases of medicine and law, have led to the belief that prizes in the shape of current coin or of medals, or of professional books or instruments, have been denominated scholarships. This belief, however, does not include the case of Harvard University, where the faculty have established four scholarships of $200 each, in addition to the two Barringer scholarships, respectively of $300 and $200, and the Cheever scholarship of $200. It is hardly necessary to say that poverty as well as brains is essential to success in securing this largess from the university.

Replies to the inquiry, "Number of scholarships in your institution?"

	Medicine (physicians only).	Theology.	Law.		Medicine (physicians only).	Theology.	Law.
United States	225	584	26	South Central Division:			
				Kentucky	2	7	0
North Atlantic Division	46	374	14	Tennessee	2	15	......
South Atlantic Division	73	52	1	Alabama	47	8	0
South Central Division	51	30	0	Mississippi	......	......	0
North Central Division	54	116	11	Louisiana	0	......	0
Western Division	1	12	0	Texas	0	......	......
				Arkansas	0	......	......
North Atlantic Division:				North Central Division:			
Maine	0	2	......	Ohio	0	35	10
New Hampshire	0	......	......	Indiana	25	......	0
Vermont	0	......	......	Illinois	7	69	......
Massachusetts	14	31	......	Michigan	......	......	0
Connecticut	......	55	......	Wisconsin	......	5	0
New York	6	142	8	Minnesota	0	......	0
New Jersey	......	101	......	Iowa	0	3	0
Pennsylvania	26	43	6	Missouri	22	4	1
South Atlantic Division:				Nebraska	0	0	......
Maryland	0	1	0	Kansas	......	0	0
District of Columbia	8	2	......	Western Division:			
Virginia	......	18	1	Colorado	......	4	......
West Virginia	......	......	0	Oregon	0	......	0
North Carolina	......	5	0	California	1	8	0
South Carolina	61	6	......				
Georgia	4	20	......				

IV.

DEGREES CONFERRED BY TECHNOLOGICAL SCHOOLS IN 1890-'91.

(AS FAR AS REPORTED. SEE, ALSO, P. 829).

The analysis of the following tables shows that of the degrees conferred in course by the technological colleges during 1890-'91, there were of—

	Land grant.	Non land grant.
Bachelor of science	412	78
Master of science	20	1
Bachelor of philosophy	88	0
Civil engineer	31	50
Bachelor of civil engineering	17	0
Mechanical engineer	36	45
Electric engineer	28	2
Bachelor of mechanical engineering	15	0
Bachelor of arts	25	0
Master of arts	1	0
Bachelor of literature	14	2
Master of literature	1	0
Mining engineer	0	9
Bachelor of agriculture	8	0
Metallurgical engineer	0	2
Doctor of veterinary medicine	7	0
Chemical engineer	0	1

The 88 bachelors of ["natural"] philosophy of the table are students of one of the three courses of the Sheffield Scientific School of Yale University. These three courses are, chemistry, civil engineering, and medical biology. It may therefore be safe to assume that the great majority of the 88 degrees conferred on the students of the Sheffield school were for work accomplished in "science," or "civil engineering." Taking this assumption as a fact, it is very evident that the favorite or usual degree conferred by our technological schools is bachelor of science and next after it, though at a wide interval, comes the degree of civil engineering.

The degree of mechanical engineer is also well represented, both in the land grant and other technological institutions, and if to the number of degrees granted in mechanical engineering be added those conferred in the comparatively new degree of electrical engineering, it is probable that they would, when so combined, surpass in number the civil engineering degrees, even though each kind of degree be given its quota, now hidden in the indistinctive degree of "bachelor of science."

The degrees of bachelor of arts and of literature would seem to be out of place in a table appearing in a section of the report containing the statistics of technological institutions. However, ten institutions report that they granted this degree in 1890-'91; and had all the institutions endowed with the national land grant reported in the blanks for technological schools the number of such degrees here given would have been largely augmented.

The usual degrees granted to women students are bachelor of science or bachelor of literature.

Degrees conferred by schools and colleges endowed with the national land grant during 1890-'91.

University of Alabama, 20 B. S., 5 M. S.

Arkansas Industrial University, 3 A. B., 4 B. C. E., 1 M. E.

Colorado Agricultural College, 9 B. S. (4 on women).

Sheffield Scientific School, 88 Ph. B., 3 C. E. (by Yale University).

Delaware College, 3 A. B., 3 B. S.

North Georgia Agricultural College, 10 A. B. (1 on a woman).

University of Illinois, 1 A. B., 30 B. S., 2 B. L., 2 M. S., 1 M. L., 2 C. E.; and 1 M. A., 2 B. S., and 8 B. L. on women.

Iowa Agricultural College, 1 M. S., 1 B. Ag., 7 D. V. M., 6 M. E., 8 C. E., 13 B. S.; and 4 B. L. on women.

Kansas Agricultural College, 30 B. S., 1 M. S.; and 22 B. S., and 1 M. S. on women.

Kentucky Agricultural and Mechanical College, 3 B. S., 1 C. E.; and 1 B. S. on a woman.

Maine State College of Agriculture and Mechanic Arts, 7 B. S., 8 B. C. E., 6 B. M. E., 1 M. S., 2 C. E., 2 M. E.; and 1 M. S. on a woman.

Maryland Agricultural College, 5 A. B.

Massachusetts Agricultural College, 18 B. S.

Massachusetts Institute of Technology, 102 B. S. (5 on women).

Michigan Agricultural College, 31 B. S., 7 M. S.; and 1 B. S. on a woman.

Mississippi Agricultural and Mechanical College, 12 B. S.

Missouri School of Mines, 2 B. S., 1 M. E., 1 B. S.

University of Nebraska Industrial College, 11 B. S. (3 on women).

New Hampshire College of Agriculture and Mechanic Arts, 3 B. S.

Rutgers Scientific School, 16 B. S.

Cornell University, 46 B. S., 15 C. E., 26 M. E., 28 E. E., among others.

Oregon Agricultural College, 1 B. S., 2 B. A. S.; and 1 B. S. on a woman.

South Dakota Agricultural College, 14 B. S.. 1 M. S.; and 6 B. S. on women.

University of Tennessee, 3 B. A., 6 B. S.

Texas Agricultural and Mechanical College, 7 B. M. E., 5 B. C. E., 4 B. S. A.

Virginia Agricultural and Mechanical College, 1 B. Ag., 1 B. S., 2 B. Mech.

Degrees conferred by technological schools and colleges not endowed with the national land grant during 1890-'91.

Colorado School of Mines, 2 Metallurgical Engineers.

Corcoran Scientific School, 3 C. E., 1 B. S.; and 1 B. S. on a woman.

Rose Polytechnic Institute, 17 B. S.

Lawrence Scientific School, 5 B. S.

Worcester Polytechnic Institute, 33 B. S.

Michigan Mining School, 6 Mining Engineers.

Chandler School of Science and the Arts, 10 B. S.

Thayer School of Civil Engineering, 4 C. E.

Polytechnic School of Washington University, 1 C. E., 1 M. S., 1 Chem. E., 3 Mining Eng.
Stevens Institute of Technology, 45 M. E.
John C. Green School of Science, 5 B. S., 3 C. E., 2 E. E.
Rensselaer Polytechnic Institute, 31 C. E.
Case School of Applied Science, 6 B. S.
Norwich University, 8 C. E., 2 B. L.

V.

STATE AID.

The only professional institutions that the States of the Union support to any noteworthy extent are the schools for training teachers and the quasi-technical schools endowed with the national land grants of 1862 and 1890 and several mining schools not in that category. Law, medical, and theological schools have been left to their own devices, but while the several States have contributed to the support of schools already heavily endowed by national grants, the piety of individuals has made theology the best endowed study in the land.

There can be no doubt of the propriety of private philanthropy endowing theological study or of the State's enterprise in supporting technical and pedagogical instruction, but it is difficult to discover why such consummately practical and important topics as law and medicine should be neglected by private benevolence or public caution. It seems to be conceded that unendowed instruction in law or medicine will be just as poorly given as unendowed instruction in theology or pedagogy. Yet we find instructors in both these sciences, thought to be necessarily state-supported on the continent of Europe, in America left to live upon the meager diet of tuition fees.

TABLE 1.—*Financial statement (as far as reported), of the colleges endowed by the act of 1862.*

	From State.	From productive funds.	Productive funds.
North Atlantic Division:			
Maine	$12,250	$10,500	$231.300
New Hampshire	3.000	7.000	115,000
Massachusetts	20,000	16,435	....
Connecticut	6,632	12,300	....
New York	....	....	....
New Jersey	....	....	....
South Atlantic Division:			
Delaware	....	30,659	....
Maryland	....	....	....
Virginia	10,800	9,107	155,800
South Carolina	....	4,980	83,000
Florida	6,000	6,200	110,000
South Central Division:			
Kentucky	24,924	9,900	165,000
Tennessee	....	24,000	....
Alabama	18.800	20,280	253,500
Mississippi	32.321	....	....
Texas	19,000	14,280	204,000
Arkansas	25,650	10,400	130,000
North Central Division:			
Indiana	....	17,000	340.000
Illinois	28.100	24.000	470,000
Michigan	27.172	35,000	474,865
Iowa	48,000	49,371	679,665
Missouri	....	....	....
South Dakota	13,000	....	....
Kansas	7,250	35,771	498,806
Western Division:			
Colorado	44,000	....	....
New Mexico	7,000	....	....
Arizona	12,471	....	....
Utah	24.000	....	....
Oregon	7,500	11,000	110,000

TABLE 2.—*Amount received by State normal schools from public funds and expenditure for building and repairs during the year.*

[Many city schools can not report these items and are omitted.]

	Received from State, county, or city.	Expended during year for buildings and repairs.		Received from State, county, or city.	Expended during year for buildings and repairs.
United States	$1,375,682	$410,405	Kentucky	$4,320	....
			Tennessee	11,097	....
North Atlantic Division	645,567	225,412	Alabama	31,419	$3,000
South Atlantic Division	86,380	41,400	Mississippi	4,520	....
South Central Division	86,329	5,500	Louisiana	10,000	2,500
North Central Division	453,006	71,528	Texas	20,000	....
Western Division	104,500	66,565	Arkansas	4,973	....
			Ohio	5,000	....
Maine	20,073	279	Indiana	30,000	....
New Hampshire	7,000	....	Illinois	96,979	4,000
Vermont	7,176	....	Michigan	36,360	....
Massachusetts	74,650	1,500	Wisconsin	86,142	1,128
Rhode Island	12,874	....	Minnesota	58,500	15,000
Connecticut	20,000	25,000	Iowa	21,500	8,400
New York	335,990	70,633	Missouri	53,000	10,000
New Jersey	24,276	48,000	North Dakota	500	20,000
Pennsylvania	a143,528	80,000	South Dakota	24,000	....
Maryland	10,500	....	Nebraska	18,850	13,000
Virginia	47,000	....	Kansas	22,175	....
West Virginia	14,630	38,400	Arizona	7,000	....
North Carolina	5,200	....	Washington	19,150	1,500
South Carolina	1,050	....	Oregon	100	65
Florida	8,000	3,000	California	78,250	65,000

a Through the courtesy of Principal Cooper, of the State Normal School at Edinboro, the Bureau is informed that "during the year 1800-'91 the State paid $90,000 to its 12 normal schools. Part of this went to help students in certain studies and the rest to graduates. In the Edinboro school $4,300 was paid to graduates and $0,286 to those pursuing certain studies. This expenditure by the State helped the students and, indirectly, the school."

VI.

BENEFACTIONS.

The gifts to institutions for professional instruction for 1890–'91 have been rather one-sided. Of a total of $1,466,399, 63 per cent was given to theological schools, medicine following with 17 per cent, technology with 14 per cent, and law with nearly 1 per cent. The rest was received by schools for the training of teachers, though more than half of the amount received by those schools went to one institution—a "normal and industrial" school for colored youth. To nurse-training schools $27,221 were given, of which $25,000 was received by one institution. The amount given to nurse-training schools, however, has not been included in the grand total.

VII.

STATISTICS OF PERSONNEL AND ATTENDANCE.

In conformity with the intention stated in Chapter XI of the Report preceding this, the summaries that follow exhibit the statistical facts of *primary* importance in connection with the States in which the institutions reporting the facts are located. These facts are the number of schools, the number of instructors in them, and the number of students instructed within their walls during the period under review, and the graduates from them.

Taking the medical table as one whole, there is an increase of nearly 2,000 in the number enrolled over the figures reported for 1889–'90, and of 500 in graduates. Analysis of the table shows that 1,000, or 53 per cent, of this increase in enrollment was contributed by the schools for the class of medical practitioners called regular; 61, or 3 per cent, by the eclectics; 54, or 3 per cent, by the homeopathists, and 3 individuals by the physio-medical practitioners. The graduate schools as reported for each of the two years show an increase of nearly 400, the schools of dentistry an increase of 320, or nearly 17 per cent, and the schools of pharmacy an increase of 13. The schools of veterinary medicine increased their enrollment by 50, or nearly 3 per cent of the whole increase of 2,000, and the enrollment at nurse-training schools increased by 61, or 3 per cent.

If we take the table by geographical divisions we find that 22 per cent of the increase is in schools of the North Atlantic Division, 19 per cent in those of the South Atlantic, 13 per cent in those of the South Central, 40 per cent in those of the North Central, and 6 per cent in those of the Western.

In canvassing the same facts for theology as has just been done for medicine, an increase of 315 in enrollment appears, and a slight decrease in the number of graduates. Of the increase in enrollment 65 per cent is in the South Atlantic Division and is mainly attributable to the presence of a school that had not reported for 1889-'90. In other words the attendance on theological schools has increased but slightly.

Turning now to law, an increase of 734 in enrollment is shown, and of 303 in the number of graduates. Of this increase 75 per cent occurs north of Mason and Dixon's line and the Ohio and is equally divided between the North Atlantic and North Central States. Twenty per cent of the increase occurs in the South Atlantic States, leaving not quite 5 per cent for the States of the Southwest, of the Rocky Mountain region, and of the Pacific slope. It is at once apparent how the States of the Upper Mississippi Valley are forging ahead in the matter of medical and legal education, at least as far as numbers are concerned.

Now before alluding to the two remaining classes of professional schools, that is to say, technological and pedagogical schools, it is advisable to consider a feature of the schools for instruction in the so-called learned professions which will perhaps for many years serve to distinguish them from the other professional schools. This feature is that everywhere except in America, and even there theoretically, they are university or, in American phraseology, post-graduate schools of study. The university on the continent of Europe presupposes a very thorough training in Latin and Greek. It will thus be seen that the last two columns of Table 3 are interesting only to those who believe that a thorough drill in the literature and language of the Greeks and Romans, or in science with or without Latin, is a necessary preliminary to reading law, medicine, or theology. By such, however, it must be remembered that though many schools answer the Bureau's question candidly by giving either the number among the matriculates who have had a liberal education, as shown by the possession of a degree in letters or science, or by writing plainly the word "none" or figure "0," as requested, some persist in ignoring the question or in answering it with a dash or a "don't know." Thus it happens that 43 per cent of the students in schools for making physicians are not represented in the last column of the summary on p. 873, 28 per cent of the students in schools of theology do not appear in the last column of the summary on p. 877, and 23 per cent of the schools of law are omitted in the final column of the summary on p. 878. Under these conditions comparison with preceding years is a work replete with misleading statements unless a system of computations be inaugurated for the nonreporting schools. Indeed, for medicine, nearly half of whose schools do not report, it is hardly permissible even then to make such comparisons.

In regular medical schools 15 per cent of the number of students had obtained a degree in letters or science in schools returning an intelligible answer to the Bureau's question as to liberally educated men; in eclectic schools, 17 per cent; in homeopathic schools, 9 per cent; in physio-medical schools, none. Considering the regular schools alone, which schools contain over 80 per cent of the attendance at medical schools, it is found that in the States of the Atlantic slope 18 per cent of the students in schools reporting intelligibly, have a degree in letters or science; in the States of the Mississippi Valley and the Gulf, 12 per cent; and in the Rocky Mountain region and on the Pacific slope 10 per cent. The proportion of students represented on the last column of the summary (Table 3) varies; in the North Atlantic it is 71 per cent; in the South Atlantic it is 53 per cent; in the South Central it is 59 per cent; in the North Central 62 per cent; and in the Western it is 93 per cent.

Canvassing the same facts for schools of theology an improvement is shown as compared with the statistics of schools of medicine; for 39 per cent of the students in theological schools which answer the question as to liberally educated men intelligibly had received a degree in letters or science. The proportion of the whole attendance at theological schools that appears in the final column of the summary (Table 4) varies much. Thus in the North Atlantic Division 80 per cent is accounted for; in the South Atlantic 59 per cent; in the South Central 68 per cent; in the North Central 70 per cent; and in the Western 80 per cent. But greatly as the schools of the sections vary in the matter of reporting, still more do they vary in the number having a liberal education, for the proportion is 56 in every 100 in the North Atlantic, 16 in the South Atlantic, 25 in the South Central, and 32 in the North Central Division.

Finally, let us turn to law schools. In those that answer the question as to liberally educated men intelligibly, it is found that 23 per cent. had obtained a degree in letters or science. With the exception of the Southern States, particularly of those of the South Atlantic, the reports are very full in the final column of the summary (Table 5), ranging from 87 to 95 of the whole attendance reported. It is noticeable, however, that the proportion of liberally educated men is much the largest in the North Atlantic States, in whose schools, as far as reported intelligibly, 38 in every hundred students had a degree in letters or science. In the North Central Division the proportion is 13 in every hundred, and in the other sections it ranges from 15 to 17 in the hundred.

The statistics of the schools of noncollegiate grade for training teachers show an increase in attendance in the professional departments of nearly 5,000, and of about 600 in graduates. Of the increase in students 97 per cent is due to the increase in the number of young women in attendance, they constituting about 70 per cent of the whole enrollment, which seems to be about the normal percentage. In the nonprofessional departments of these schools there were 5,968 students.

In this chapter only those manual training schools are considered which do not belong to a system of public schools. They are so few in number that it is convenient to bring them in here rather than to let them take their place in the detailed tables in Part III of this Report.

TABLE 3.—*Summary of statistics of schools of medicine, dentistry, pharmacy, for nurses, and for veterinarians, for 1890-'91.*

	Number of schools.	Instructors.		Students.		Matriculates having a degree in letters or science.	
		Resident in city or building containing institution.	Nonresident.	Different persons in attendance during the year.	Number graduating or completing full course of study.	Number of such matriculates.	Number of students in schools reporting such matriculates.
United States	230	3,670	304	26,186	7,379	a1,649	a14,559
A.—BY CLASSES.							
Regular	95	2,014	133	14,538	4,303	1,427	9,329
Eclectic	9	109	18	780	213	57	339
Homeopathic	14	276	85	1,220	392	67	734
Physio-medical	2	25	9	59	23	0	22
Graduate	9	285	8	1,563	....	....	....
Dental	28	426	92	3,016	1,012	84	2,159
Pharmaceutical	30	188	6	2,884	733	33	1,462
Veterinary	9	92	3	513	176	8	513
Nurse training	34	255	....	1,613	527	....	....
B.—BY GEOGRAPHICAL DIVISIONS.							
North Atlantic	70	1,858	118	10,823	2,831	740	5,664
South Atlantic	29	386	18	2,708	822	246	1,480
South Central	24	264	14	2,319	1,104	217	1,967
North Central	92	1,420	136	8,626	2,473	428	4,864
Western	15	242	18	710	149	45	584
C.—BY STATES AND CLASSES.							
Regular.							
Maine	1	2	6	99	29	18	99
New Hampshire	1	3	11	88	34	17	88
Vermont	1	8	13	212	49	12	212
Massachusetts	2	79	11	395	85	149	395
Connecticut	1	17	3	63	15	23	63
New York	9	310	5	2,593	718	268	1,297
Pennsylvania	5	217	4	1,642	443	171	1,467
Maryland	5	90	1	943	288	31	741
District of Columbia	4	81	9	424	92	13	300
Virginia	2	30	0	151	28	151	29
North Carolina	1	7	0	48	6	No data.	
South Carolina	1	9	0	56	18	No data.	
Georgia	4	56	0	383	172	No data.	
Kentucky	4	49	0	1,205	453	3	578
Tennessee	5	76	2	958	364	174	664
Alabama	1	14	0	148	39	No data.	
Louisiana	2	30	1	399	105	26	399
Texas	1	15	....	....	....	....	....

a Neither students in graduate schools of medicine nor in nurse-training schools are included here.

TABLE 3.—*Summary of statistics of schools of medicine, dentistry, pharmacy, for nurses, and for veterinarians, for 1890-'91*—Continued.

	Number of schools.	Instructors.		Students.		Matriculates having a degree in letters or science.	
		Resident in city or building containing institution.	Non-resident.	Different persons in attendance during the year.	Number graduating or completing full course of study.	Number of such matriculates.	Number of students in schools reporting such matriculates.
C.—BY STATES AND CLASSES—continued.							
Regular—Continued.							
Arkansas	1	17	0	92	22	No data.	
Ohio	10	180	7	937	325	22	284
Indiana	3	53	6	190	69	18	190
Illinois	4	154	8	1,125	321	203	1,125
Michigan	3	76	0	625	169	41	455
Minnesota	2	35	9	159	21	0	21
Iowa	3	32	18	266	56	4	122
Missouri	9	197	4	880	286	38	393
Nebraska	2	28	10	57	10	3	43
Colorado	3	48	7	109	21	2	109
Oregon	2	37	1	45	7	2	19
California	3	64	2	246	58	34	246
North Atlantic Division	20	636	53	5,092	1,373	658	3,621
South Atlantic Division	17	273	10	2,005	604	195	1,060
South Central Division	14	201	3	2,802	983	203	1,641
North Central Division	36	755	57	4,239	1,257	333	2,633
Western Division	8	149	10	400	86	38	374
United States	95	2,014	133	14,538	4,303	1,427	9,329
Eclectic.							
New York	1	17	6	88	19	8	88
Georgia	1	7	0	46	16	No data.	
Ohio	2	25	2	322	91	No data.	
Indiana	1	10	3	50	13	18	50
Illinois	1	16	8	81	24	21	81
Iowa	1	8	8	32	11	No data.	
Missouri	1	14	1	120	33	10	120
California	1	12	0	41	6	No data.	
North Atlantic Division	1	17	6	88	19	8	88
South Atlantic Division	1	7	0	46	16	....	....
North Central Division	6	73	12	605	172	49	251
Western Division	1	12	0	41	6	....	....
United States	9	109	18	780	213	57	339
Homeopathic.							
Massachusetts	1	24	13	109	27	15	109
New York	2	59	2	186	53	27	186
Pennsylvania	1	24	0	221	60	7	221
Ohio	2	31	4	224	37	4	62
Illinois	2	55	1	353	150	No data.	
Michigan	1	16	2	71	18	No data.	
Minnesota	1	7	7	16	4	9	16
Iowa	1	5	3	44	17	1	44
Missouri	2	34	3	64	22	0	64
California	1	21	0	32	4	4	32
North Atlantic Division	4	107	15	516	140	49	516
North Central Division	9	148	20	672	248	14	186
Western Division	1	21	0	32	4	4	32
United States	14	276	35	1,220	392	67	734
Graduate.							
New York	2	113	5	909	....	....	....
Pennsylvania	1	63	0	102	....	....	....
Louisiana	1	14	0	56	....	....	....
Ohio	1	24	0	11	....	....	....
Indiana	1	6	0	34	....	....	....
Illinois	3	65	3	451	....	....	....

TABLE 3.—*Summary of statistics of schools of medicine, dentistry, pharmacy, for nurses, and for veterinarians, for 1890–'91*—Continued.

	Number of schools.	Instructors.		Students.		Matriculates having a degree in letters or science.	
		Resident in city or building containing institution.	Non-residents.	Different persons in attendance during the year.	Number graduating or completing full course of study.	Number of such matriculates.	Number of students in schools reporting such matriculates.
C.—BY STATES AND CLASSES—continued.							
Graduate—Continued.							
North Atlantic Division	3	176	5	1,011	....	....	....
South Central Division	1	14	0	56	....	....	....
North Central Division	5	95	3	496	....	....	....
United States	9	285	8	1,563	....	....	....
Dentistry.							
Massachusetts	2	39	10	114	44	1	114
New York	1	28	5	283	85	9	283
Pennsylvania	3	59	21	777	292	0	252
Maryland	2	50	8	387	140	48	387
District of Columbia	3	26	0	26	7	3	26
Kentucky	1	16	1	133	26	2	133
Tennessee	3	15	8	140	52	0	5
Ohio	1	10	3	208	75	4	208
Indiana	1	17	6	96	39	2	96
Illinois	3	56	4	227	67	8	227
Michigan	1	5	2	132	29	2	132
Minnesota	1	26	0	37	7	0	37
Iowa	1	11	9	184	58	5	184
Missouri	2	37	7	197	70	No data.	
Colorado	1	11	0	12	5	0	12
California	1	26	8	63	16	0	63
North Atlantic Division	6	126	36	1,174	421	10	649
South Atlantic Division	5	76	8	413	147	51	413
South Central Division	4	25	9	273	78	2	138
North Central Division	11	162	31	1,081	345	21	884
Western Division	2	37	8	75	21	0	75
United States	28	426	92	3,016	1,012	84	2,159
Pharmacy.							
Massachusetts	1	9	0	270	27	4	270
New York	3	20	0	425	156	1	140
Pennsylvania	2	10	0	651	187	8	51
Maryland	1	3	0	125	30	No data.	
District of Columbia	2	10	0	55	22	0	7
South Carolina	1	10	0	25	1	No data.	
Kentucky	2	11	0	124	24	10	124
Tennessee	2	10	2	31	6	1	31
Louisiana	1	3	0	33	13	1	33
Ohio	2	22	0	101	30	0	101
Indiana	1	4	3	65	22	0	22
Illinois	2	14	0	421	86	0	183
Michigan	1	10	0	91	30	2	93
Minnesota	1	5	0	4	1	0	4
Wisconsin	1	5	0	56	16	0	56
Iowa	2	12	1	61	5	2	17
Missouri	2	11	0	194	52	1	194
Kansas	1	6	0	36	6	0	36
Colorado	1	4	0	13	4	No data.	
California	1	9	0	103	15	3	103
North Atlantic Division	6	39	0	1,346	370	13	461
South Atlantic Division	4	23	0	205	53	0	7
South Central Division	5	24	2	188	43	12	188
Northern Central Division	13	89	4	1,029	248	5	704
Western Division	2	13	0	116	19	3	103
United States	30	188	6	2,884	733	33	1,463

TABLE 3.—*Summary of statistics of schools of medicine, dentistry, pharmacy, for nurses, and for veterinarians, for 1890-'91*—Continued.

	Number of schools.	Instructors.		Students.		Matriculates having a degree in letters or science.	
		Male.	Female.	Different persons in attendance during the year.	Number graduating or completing full course of study.	Number of such matriculates.	Number of students in schools reporting such matriculates.
C.—BY STATES AND CLASSES—continued.							
Nurse-training.							
Vermont	1	5	1	31	0	....	....
Massachusetts	5	39	28	315	80	....	....
Rhode Island	1	15	1	43	9	....	....
Connecticut	1	0	8	66	25	....	....
New York	12	51	30	559	196	....	....
New Jersey	2	0	2	48	17	....	....
Pennsylvania	4	2	7	205	83	....	....
District of Columbia	1	7	0	39	2	....	....
Indiana	1	10	2	18	8	....	....
Illinois	1	0	3	115	46	....	....
Michigan	2	21	6	75	31	....	....
Minnesota	1	0	5	21	8	....	....
Missouri	1	0	2	32	9	....	....
California	1	1	9	46	13	....	....
North Atlantic Division	26	112	77	1,267	410	....	....
South Atlantic Division	1	7	0	39	2	....	....
North Central Division	6	31	18	261	102	....	....
Western Division	1	1	9	46	13	....	....
United States	34	151	104	1,613	527	....	....

TABLE 4.—*Summary of statistics of schools of theology, for 1890-'91.*

	Number of schools.	Professors and instructors.		Students.		Matriculates having a degree in science or letters.	
		Resident in city or building containing institution.	Non-resident.	Different persons in attendance during the year.	Number graduating or completing full course of study.	Number of such matriculates.	Number of students in schools reporting such matriculates.
United States	143	652	82	7,328	1,324	2,066	5,287
North Atlantic Division	41	250	49	2,600	555	1,172	2,097
South Atlantic Division	23	103	4	993	130	96	582
South Central Division	17	50	11	661	67	114	452
North Central Division	57	234	16	3,008	553	683	2,104
Western Division	5	15	2	66	19	1	52
Maine	2	9	0	54	9	7	54
Massachusetts	7	50	9	413	77	*a*196	413
Connecticut	2	21	8	208	62	191	208
New York	9	62	10	719	159	325	559
New Jersey	5	26	3	381	104	*b*224	381
Pennsylvania	16	82	19	825	144	229	482
Maryland	5	35	3	356	47	58	279
District of Columbia	3	24	1	113	11	12	72
Virginia	3	17	0	196	86	16	132
North Carolina	4	9	0	89	1	0	9
South Carolina	6	11	0	94	19	6	11
Georgia	2	7	0	145	16	4	79
Kentucky	3	15	0	317	28	64	176
Tennessee	8	23	9	239	33	50	196
Alabama	2	3	0	33	5	0	33
Louisiana	3	7	0	47	0	0	47
Texas	1	2	2	25	1	No data.	
Ohio	13	47	3	433	94	76	306
Indiana	3	26	4	328	12	10	89
Illinois	16	71	4	1,073	234	380	1,027
Michigan	3	9	0	92	14	8	92
Wisconsin	4	24	0	339	53	30	79
Minnesota	5	24	2	171	50	23	99
Iowa	6	16	1	182	27	8	89
Missouri	5	13	1	866	66	148	299
Nebraska	2	4	1	24	3	0	24
Colorado	1	1	0	2	2	1	2
Oregon	1	3	0	11	0	0	11
California	3	11	2	53	17	0	39

a Does not include 7 graduates of other theological schools studying at Harvard Divinity School.
b Does not include 17 who had not completed a collegiate course.

TABLE 5.—*Summary of statistics of schools of law, for 1890-'91.*

	Number of schools.	Professors and instructors.		Students.		Matriculates having a degree in science or letters.	
		Resident in city or building containing institution.	Non-resident.	Different persons in attendance during the year.	Graduates at close of year.	Number of such matriculates.	Number of students in schools reporting such matriculates.
United States	54	322	84	5,252	1,727	942	4,047
North Atlantic Division	10	124	20	1,784	390	592	1,558
South Atlantic Division	13	55	9	1,158	395	68	449
South Central Division	10	29	2	369	166	43	253
North Central Division	18	102	53	1,815	744	220	1,668
Western Division	3	12	0	126	32	19	120
Massachusetts	2	29	3	474	86	247	474
Connecticut	1	25	0	116	55	47	116
New York	5	59	9	1,001	199	291	951
Pennsylvania	2	11	8	193	50	7	17
Maryland	1	7	0	100	22	16	100
District of Columbia	4	31	3	747	287	2	63
Virginia	2	5	0	190	54	82	190
West Virginia	1	2	0	25	....	No data.	
North Carolina	1	2	1	35	4	7	35
South Carolina	2	2	0	42	11	4	43
Georgia	2	6	5	19	17	7	19
Kentucky	1	3	0	29	12	No data.	
Tennessee	4	10	0	124	72	18	66
Alabama	1	3	0	30	20	12	30
Mississippi	1	3	2	23	10	5	23
Louisiana	1	5	0	57	25	3	57
Texas	1	2	0	76	26	5	76
Arkansas	1	3	0	30	1	No data.	
Ohio	1	5	0	153	87	32	153
Indiana	3	9	9	132	40	22	132
Illinois	4	30	17	224	89	2	165
Michigan	1	8	8	587	279	85	587
Wisconsin	1	6	3	118	62	17	118
Minnesota	1	9	8	176	49	10	176
Iowa	2	11	3	198	63	10	161
Missouri	2	11	4	156	46	38	156
Nebraska	1	....	....	....	....	....	....
Kansas	2	13	1	71	29	4	20
Oregon	2	8	0	42	11	5	36
California	1	4	0	84	21	14	84

TABLE 6.—*Summary of statistics of schools for training teachers wholly or partially supported by public funds, for 1890–'91.*

	Number of schools.	Teaching Staff.		Professional students.		
		For students in professional course.	Wholly for other departments.	Male.	Female.	Graduates, 1890-'91.
United States	131	1,361	217	9,312	22,480	5,060
North Atlantic Division	54	675	76	3,427	11,813	3,005
South Atlantic Divison	19	119	42	970	1,253	312
South Central Division	17	121	50	1,081	1,485	327
North Central Division	31	370	38	3,626	6,806	1,117
Western Division	10	76	11	208	1,223	299
Maine	5	28	0	116	469	123
New Hampshire	2	7	0	3	111	34
Vermont	*a* 2	15	0	43	226	65
Massachusetts	10	86	9	42	996	250
Rhode Island	1	9	0	2	201	24
Connecticut	*a* 2	43	0	1	404	104
New York	14	202	35	788	4,154	1,147
New Jersey	3	24	13	31	417	161
Pennsylvania	14	261	19	2,401	4,835	1,097
Maryland	1	9	0	20	215	64
District of Columbia	2	11	5	2	69	68
Virginia	4	47	29	349	271	81
West Virginia	6	32	3	434	419	47
North Carolina	3	9	1	99	177	12
South Carolina	1	5	0	0	54	34
Florida	2	6	4	66	48	6
Kentucky	1	6	0	0	36	36
Tennessee	2	24	6	117	217	77
Alabama	8	58	27	688	779	101
Mississippi	3	10	14	116	91	6
Louisiana	1	7	3	16	122	18
Texas	1	11	0	101	219	78
Arkansas	1	5	0	43	21	11
Ohio	4	28	7	75	201	105
Indiana	2	21	9	400	641	60
Illinois	3	56	4	474	769	119
Michigan	1	29	0	309	600	124
Wisconsin	4	50	13	352	854	109
Minnesota	4	51	3	177	691	138
Iowa	3	30	0	296	664	105
Missouri	5	52	1	879	1,158	273
North Dakota	1	5	1	16	21	0
South Dakota	2	18	0	112	240	22
Nebraska	1	13	0	122	347	62
Kansas	1	17	0	414	620	....
Arizona	1	2	0	14	25	2
Washington	2	10	0	8	17	0
Oregon	3	15	11	76	96	33
California	4	49	0	110	985	264

a One school not reporting.

TABLE 7.—*Summary of statistics of schools for training teachers receiving no aid from public funds, for 1890–'91.*

	Number of schools.	Teaching staff.		Students.			
		For students in professional course or department.	Wholly engaged in nonprofessional departments.	Professional.			Nonprofessional.
				Men.	Women.	Graduates during year.	
United States	46	257	151	6,072	4,443	996	4,335
North Atlantic Division	1	6	0	112	130	16	11
South Atlantic Division	8	33	18	262	221	38	801
South Central Division	11	38	36	341	435	141	1,034
North Central Division	22	170	90	5,294	3,556	801	2,152
Western Division	4	10	7	63	101	0	337
Pennsylvania	1	6	0	112	130	16	11
West Virginia	1	4	2	30	15	5	43
North Carolina	2	8	2	110	78	0	2
South Carolina	3	11	11	82	97	21	623
Georgia	1	6	1	25	21	10	39
Florida	1	4	2	15	10	2	94
Kentucky	1	....	....	60	40	75	152
Tennessee	2	10	11	80	98	8	360
Alabama	2	7	7	89	151	7	0
Mississippi	2	12	3	90	120	27	247
Louisiana	2	2	10	5	6	11	8
Texas	1	4	2	13	12	10	53
Arkansas	1	3	3	4	8	3	214
Ohio	5	26	35	1,310	638	69	1,547
Indiana	4	59	0	3,012	1,794	567	162
Illinois	3	16	13	270	474	35	141
Wisconsin	2	20	0	47	15	14	55
Iowa	4	15	37	110	132	12	177
Missouri	1	6	0	45	78	10	0
Nebraska	1	12	0	450	375	64	0
Kansas	2	16	5	50	50	30	70
Wyoming	1	3	0	0	7	0	5
Washington	1	3	0	10	20	0	82
California	2	4	7	53	74	0	250

CHAPTER XXIV.

EDUCATION IN SOUTHWESTERN VIRGINIA.

By Rev. A. D. Mayo, M. A.

In the year 1734, Orange County of the colony of Virginia in theory included the whole of the present United States of America west of the Blue Ridge Mountains. In 1738 the new counties of Augusta and Frederick covered the vast area of the present States of West Virginia, Ohio, Indiana, Illinois, Michigan, Wisconsin, and the major part of what is now the New Dominion. In 1763, by treaty with France, Virginia was reduced to the territory east of the Mississippi River and north of the present boundary of Tennessee. Later, in the early days of the new Republic, the release of her ancient claim upon the original Northwest curtailed her boundary to the still noble dimensions of the commonwealth of 1860. The secession of "the Mother of Presidents" from the Union her great statesmen had done so much to create, in 1861, was the signal for an important section of her own territory to follow her example, and the present State of West Virginia is now a prosperous and worthy member of the splendid group of seven northwestern commonwealths between the Alleghanies and the Mississippi. The Virginia of to-day consists of the one hundred counties between the sea and the high mountain ranges which divide its southwestern realm from West Virginia, Tennessee, and North Carolina. What may be called southwestern Virginia, for the purpose of this essay, with no attempt at strict accuracy in the division, is contained in the twenty-five counties between the city of Roanoke and the western border of the State. The names of these counties are Roanoke, Craig, Alleghany, Bath, Highland, Giles, Bland, Buchanan, Dickinson, Wise, Lee, Scott, Russell, Washington, Tazewell, Smyth, Grayson, Wythe, Pulaski, Montgomery, Floyd, Carroll, Patrick, Henry, Franklin.

In the year 1865, at the close of the great civil conflict, the Old Dominion, east of Augusta County, presented one of the most melancholy specimens of the ruin wrought by war in modern times. For four years it had been the most desperate battle ground for the preservation of the Union. As the mighty struggle neared its conclusion the grand armies of the Republic and the Confederacy, led by their most eminent commanders, all turned their faces toward east Virginia. Here was seen the closing act of the drama, in the fall of the Confederate capital and the surrender of the army that from the first had been the most stubborn and successful defender of "the lost cause." Through the entire realm between the Alleghany Mountains and the sea, old Virginia had been ravaged by the surging to and fro of the contending hosts of the rival powers, battling for the State of Washington and Jefferson. Almost every square mile had its woeful record of bloody encounter. Its cities were in ruins, its plantations ravaged, and its whole industrial order overthrown. So complete was the destruction that entire regions of this older part of the State, after twenty-five years, are only beginning to recuperate. Indeed, important sections of the Virginia of the Revolution are now virtually abandoned territory, biding the time of the heroic investment of capital and labor necessary for reclaiming lands hallowed by the most sacred historical memories of the olden days.

In the year 1861, at the opening of the war, Virginia, east of the Alleghany range, led the entire fifteen States of the South in the arrangements for the secondary and higher education. The State University, founded by Jefferson in 1820, in Albemarle County, had the undisputed leadership of the colleges in all the Southern and Southwestern States. Randolph-Macon, Hampden-Sidney, William and Mary, still existing, and Washington College, at Lexington, were known and held in high esteem. In the southwest, Emory and Henry, nestling in its lovely valley, gathered a large body of students from many distant States. Hollins Institute, in Botetourt County, was the best-known and probably the most effective seminary for girls in the South, drawing large numbers of her students from distant communities. The original plan of Thomas Jefferson for a college in every county, tributary to the State University, had never been realized; but a good number of academical foundations, organized on the plan of the famous public schools of England, made a strong point of the classics and mathematics and held up the standard of old-time liberal culture. The superior graduates of these institutions became the leading presidents and professors of the collegiate and academical establishments through the South, especially in the Southwest; even contributing liberally to the same class of teachers in the States north of the Ohio. There was a good deal of vigorous private and family schooling and tutoring among the wealthy families, and a habit of sending to the best Northern and European schools. The one weak point was the crude and meager arrangements for the common schooling of the masses of white people, even in this portion of the State a numerous class, and in the western country beyond the range of slave cultivation including a large proportion of the entire population. There are no reliable statistics of popular education in Virginia during these 250 years, but enough is known to make painfully evident the neglect of this, the only durable foundation on which to build a republican State.

A few of these leading schools held on in a half-hearted way during the stormy years of the war. Among them was Hollins Institute, the foremost institute for girls. It is a striking indication of the confidence of even the leading educational men of the State in the ultimate success of the cause, that at the last commencement season of this institution before the fall of Richmond, while Grant was closing in on Petersburg and Sherman fighting his way to Atlanta, the management of this institution responded to the ablest plea for the normal training of teachers ever made in the South by Prof. Edward Joynes, and voted to reorganize this academy as a normal school for the instruction of the young women who would be called to serve in the new educational system of the Confederacy. The majority of the older seats of learning were suspended during this year, many of their buildings destroyed or greatly injured by use for hospital and other military purposes. The State owes to Gen. Philip Sheridan the preservation of the quaint buildings of the university, at Charlottesville, and, after unaccountable delays, the Congress of the United States has at last reimbursed

William and Mary College for the unauthorized burning of its buildings in the peninsular campaign.

In southwestern Virginia the material ruin of the war was less evident. There had been comparatively little serious fighting in the region below Lynchburg, save where an occasional raid had left a black and blasted tract in its wake. Outside of the valleys where the chief slave population was concentrated, there had been no especial loss from occupation. The people of these highland counties were mostly independent farmers, and, notwithstanding the fearful drain of the conscription for the army, were left with a country not seriously injured by overculture in the past. But the educational destruction was even greater in this portion of the State. Outside a few collegiate and academical schools, attended by a small percentage of the school population, there had never been any well organized or efficient system of popular instruction on the ground. The majority of even the better-off families were now unable to resume their old-time habit of sending their children from home to distant schools. A feeble attempt to reestablish the "Old Field" system of subscription schools, taught by itinerant masters, often under conditions that would dampen the zeal of the most ambitious student, seems to be all that was done for several years. Meanwhile illiteracy was on the increase among the humbler classes of white people and the colored folk were compelled to depend largely upon the missionary zeal of teachers sent from the various churches and educational societies of the North for the inauguration of their educational life.

He would have been regarded a visionary indeed who in this dismal emergency should have prophesied that on the sacred soil of the Old Dominion, memorable as the home of great men, within a brief generation, not yet thirty years from the surrender at Appomattox, would have been revealed what we now behold; for, spite of this destruction in the older part of the State, the revival of material prosperity has justified the prophecy of Washington in a marvelous degree. The Virginia of 1892 is steadily being renewed in all that makes an American State powerful and prosperous, and nowhere is this progress more evident than in the region left to it in the deprivation of the great undeveloped territory now its neighboring State of West Virginia. In its depression, almost its despair, the ancient Commonwealth has "lifted its eyes unto the hills" of its new southwest, and thence "cometh its help."

The eye of the Father of his Country was always on this great southwest in the darkest hour of the Revolution. Into that mysterious wilderness he would retreat, if worst came to worst, and prolong the battle for the freedom of the colonies through indefinite years. And when the good fight was won he still looked westward in prophetic consideration of the swarming myriads that should people the lands toward the sunset. He was always saying, "We must bind these people of the new West to us by bands of steel." His favorite idea of a canal from the seaboard to the valley of the Ohio antedated the more practical scheme of De Witt Clinton by a generation. In his will he left stock in these projected waterways to found a national university at Washington, in which the favored male youth of the several States should be educated together by American teachers into a phalanx of patriotic leaders of the new American citizenship. His especial plan failed of accomplishment, but the ways of water and steel now bind the shore of the Atlantic to the mighty West. The University of Virginia was the real mother of the system of State universities that now has the leadership in the education of every State beyond the old Augusta County line, while the city of Washington has already become a national university whose opportunities for a broad and patriotic culture surpass even the dream of the great first President of the Republic.

On every side the traveler now sees the evidence of the advancing material prosperity and power of the new Dominion of Virginia. Within the past twenty-five years two great lines of railroad have spanned the 500 miles between the sea and the Ohio Valley, while two systems of almost equal importance bind it to the South and Southwest, and the Baltimore and Ohio, the great highland railroad of the civil war, is still expanding its facilities. Hampton Roads is rapidly becoming the Atlantic harbor that one marvels it has not been from the beginning. At the mouth of the James River is springing up a new city, the rival of busy Norfolk, across its broad and beautiful bay. Richmond is becoming a notable center of the manufacturing industry she resisted for years in the interest of a narrow industrial and political theory. Southside Virginia is being wrought up into vast garden, orchard, and tobacco plantations, with old villages rising into new cities. Alexandria is bestirring herself to revive her ancient days of commercial importance, and can hardly fail to be an important manufacturing annex of the United States capital. The Potomac is already regarded as one of the two noblest pleasure waterways in the eastern section of the Union, only rivaled by the Hudson. The quiet valley of the Shenandoah has not only surpassed its old-time agricultural fame, but is now making loud proclamation of new mining and manufactures more startling than the stories of its natural bridge, caverns, and mountain wonders in the geographies of our youth.

But the people of Virginia are rapidly learning that the new and exciting hope of a material prosperity, impossible under its ancient régime, is burdened with its new perils and solemnized by a call for the noblest effort of a Christian civilization. To the average politician, ensnared in the toils of the little expediencies of to-day; to the social philosopher, who leaves out the common humanity of man; to the litterateur, looking backward for inspiration into a state of society abnormal at its best and impossible to be recalled to-day, the race problem, as the relation between the white and colored people of the South is called, is a fearful portent. But the very friction of the attempt to force a reactionary policy on these expanding States of the South will compel the Christian civilization of the present to assert itself and boldly declare that the only outlet for this peril is through the broad highway of the gospel of Jesus Christ. The moment any man, however noble by nature or exalted by pedigree, bends down to his weaker brother to recognize the image of the Creator and aid in the uplift to his own highest possibilities, all danger of race conflict disappears in the new revelation of the divine and human love that makes of one family all God's creatures on earth and in heaven. It is already seen and realized by a great and increasing body of the Southern people that, so far from a cause of discouragement, the present social situation is the call of God to the greatest moral achievement of the century, that is, the inauguration of a vast missionary movement for the education of all its less-favored classes in that training of the hand, the heart, and the head which is the making of a true American citizenship no less than the realization of the brotherhood of man in the Church of Christ.

While the mighty North is wrestling with her prodigious effort to change the thronging millions of the humbler sort of European immigrants to a safe, helpful, and patriotic American people, the South is awakening to her own corresponding obligation to lift up, not the newcomers from foreign lands, but her own people of both races, who from the first have been at once the source of all her prosperity and in latter days the occasion of all her woes. And if this view of the situation seems fanciful and impracticable, or runs against the theory or practice of any set of secular or sacred men, we can safely appeal to the future and the providence of God, nowhere displayed in more affecting and inspiring ways than during the past twenty-five years of our American history, so crowded with warning, instruction, and inspiration to "all orders and conditions of men."

To the thoughtful observer of American affairs the educational progress of the sixteen ex-slave-holding, originally known as the Southern States, during the past twenty-five years, is one of the chief marvels of our marvelous national life. Indeed, this great movement along the whole line of educational advancement has practically been made in the twenty years since 1870, and is, by all odds, the most interesting and significant feature of the complex industrial, political, and social evolution we call the New South. We have already referred to the startling manner in which the prophetic common sense of Washington has been more than verified in the new outburst of Southern industries and the push for the development of the vast resources of the Southern States within the past fifteen years. Less evident to the superficial observer, but far more radical in its quiet and irresistible influence since 1870, has been the educational renaissance which reads like a chapter of the prophecy according to Thomas Jefferson, fulfilled almost to the letter, with even greater enlargement of the spirit than even that great man foresaw.

To few men has been given the combination of creative genius and executive capacity that makes the ideal statesman. We believe that history will award the crown of practical, sound, conservative American statesmanship to the group of great men that looked for leadership to Washington, the most unselfish, successful, and sensible leader of men in modern times, with Marshall, Madison, and others of like broad, calm, and moderate spirit as his fit associates. But just as surely does it appear that in fruitful theories of republican society, in deep speculation concerning the ultimate foundations of just government, especially in the fertility of expedient and breadth of conception concerning the fit training of the people of thirteen rival colonies and their probable new elements of population from abroad for the highest position on earth, a competent American citizenship, Thomas Jefferson of all his countrymen stands supreme.

Nothing so reveals the superficial estimate of vital forces by the average partisan political leaders of the day as the fact that this crowning element of his fame should be so persistently overlooked. Within the past five years a notable eulogy on the life and character of Jefferson was pronounced before a State university by a distinguished public man, with no especial mention of this his most prominent claim to the gratitude of his countrymen and the most precious heritage to his own Commonwealth. It may not be amiss to recapitulate the elements of this system of schooling for the youth of the Old Dominion, elaborated by Thomas Jefferson even before the foundation of the Union, and persisted in with an intelligent obstinacy, increasing with years, until the closing days of his life.

(1) Foremost, as the basis of the whole structure, was the great crusade in behalf of religious liberty which rescued Virginia from an

ecclesiastical bondage more galling and far less respectable and moral than the corresponding Puritan rule of the first thirty years of the New England colonial life. The more closely we look at the actual state of colonial affairs, the more evident it seems that the new Government of the United States owed its most radical and essential feature, a complete separation of church and state, more to the wisdom of a small group of far-seeing statesmen than to any settled conviction in the popular mind. To Washington, Marshall, Franklin, Adams, and Jefferson, and in his better days somewhat to the agitation of Thomas Paine, was it given to quietly place in the very heart of the new republic the assertion of an absolute religious liberty of thought and action, only limited by the moral law as incorporated in the Constitution and legislation of the modern civilized state. The leadership in the first great battle against ecclesiastical authority in the South was given to Jefferson. It was clear as light to him that, without this as the chief corner stone, not only would republican institutions be impossible, but all education for American citizenship would be poisoned at the fountain by the most desperate virus of sectarian bigotry and ecclesiastical despotism. All these men were deeply religious, although no one of them was a notable churchman in the popular sense. Their work was accomplished against the bitter opposition of a majority of the clergy, which found expression in a proclamation of Jefferson as the arch apostle of infidelity. But, once achieved, this act so commended itself to the common religious sense of the leading laity of all sections that it has seldom been questioned in theory.

(2) Next in importance in scheme of Jefferson was the emancipation of the slaves and their training by industrial education for what then appeared the most practicable way of disposing of this already dangerous element of Southern population. This plan is distinctly outlined in the original scheme of Jefferson for the new educational organization of Virginia, and, had it been accepted, would have become the fashion of the day and saved the Republic of 1860 from the terrible conflict for the independence of the South. It was not remarkable that Jefferson shared in what was the almost universal moral repugnance to, and the deep conviction of the political inconsistency and social peril of such an institution as American negro slavery; but that he should have reached out and seized, as by instinct, on the idea of preparation, through industrial training, for the new life of the freedman, whether at home or in Africa, declares him foremost among the educational theorists of his age. He would see to-day his fundamental idea realized on a broader scale at Hampton, in sight of the landing-place of the first Dutch slaver, "built in the eclipse and rigged with curses dark," that smote with its fatal prow the sands of old Virginia. In the light of the opinions and feelings of Christendom at that day concerning the morale of slavery and the status of the Negro, probably stated with accuracy in the memorable sentence of the decision of Chief Justice Taney in the Dred Scott case, illustrated by the persistent effort of the British Government to force African slavery on the American colonies, this enlightened and benevolent plan of Jefferson for the peaceful emancipation and preparation of the negro race for usefulness is a striking proof of a statesmanship only too ideal for that early day.

(3) Next came the first clear and influential statement of the right of the common white people of the South to elementary schooling at the expense of the State, under the supervision of the Government, in Jefferson's proposition for a system of common schools. The hand-to-

mouth expedient of the "Old Field school," a private subscription arrangement, dependent entirely on the teacher and the whim of his patrons, possibly good but almost universally poor, was already seen to be a failure as a method for the permanent education of the majority of white youth. The proposition to limit the period of free schooling to three years and the small care for girls in the arrangement were concessions to the obstinate unbelief in any system of free public education among the influential classes of the people, backed by the universal prejudice of the clergy in favor of clerical supervision of all training of childhood and youth outside the family; itself, in this respect, little better than an annex to the church. One feature of the plan not fully appreciated was the appointment of teachers from worthy veterans of the Revolutionary army during good behavior and their establishment in a permanent home as a perquisite of the position, an arrangement that would have given to the teaching profession a standing of respectability and permanency it has not yet attained in the most favored sections of the Union. At the same time Joseph Cabell, the Fidus Achates of Jefferson in all his educational schemes, returned from Europe full of the new method of instruction associated with the name of Pestalozzi. Had the scheme carried and been established in good faith the teachers of New England and the Northwest might have been thronging the normal schools and summer institutes of Virginia to-day for the latest methods and devices in the organization, discipline, and teaching of the common school.

(4) The next step upward was the conception of Jefferson respecting the secondary education, as far as concerned its establishment and supervision by the State. The germ of the idea included the modern American high school. In form it corresponded with what was then the universal conception of an academical training—the drill in the classics and mathematics as sufficient for a university and professional career, and the schooling essential to a gentleman. He proposed a system of colleges so numerous that every man in the State could reach one at the end of a day's journey, where the sons of the better-off class could be instructed in the learning and manners essential to their station. But the plan included a provision for the free tuition of a few scholars in each county, elected by competitive examination from the common schools, thus reaching down a hand to lift up the more promising boys of the humbler class to companionship in privilege with their social superiors. Here the war was declared, fierce and persistent, by the clergy and the regulation planter of the day. Already had the prominent Christian bodies monopolized the higher education, even William and Mary being really a Church of England seminary, and the majority of the academies already established were regarded as feeders and missionary centers of the rival sects. On the other hand, the exclusive family idea of the time was outraged by a proposition to mix the offspring of even the different grades of upper-caste folk in schools removed from the home inspection and supervised by the State. No man realized better than Thomas Jefferson the essential antagonism of the family notion of exclusive education by tutors and governesses, virtually in an apartment of the home, without the independence of the teacher even in methods of instruction, and its inevitable enslavement to the habits and whims of a plantation household, to any genuine ideal of republican institutions. His voluminous writings on education are full of the clear perception of the right and duty of the whole people, represented in a republican state, to a vital coöperation in the mental and moral training of children and youth for republican citizenship.

Otherwise the material of citizenship is always at the mercy of the church, and the church a clerical preserve. He asserted that, not only by a negative method of a legislation based on the highest conception of the moral law possible at any given period, and the protective method of state guardianship of the child as a defense against parental incapacity and vice and clerical persecution of heresy with all the agencies in possession of the clerical class, but also in the common, collegiate, and secondary state school, the moral right arm of the American commonwealth, was lodged this power and obligation. We are not yet out of the persistent war against this, the American idea of the training of American youth for American life. And no man of the earlier time so clearly anticipated this conflict, or so wisely provided against the peril of social and sectarian interference with the liberty of becoming a full American citizen, as this great and farseeing statesman of education.

5. Thus obstructed and worried even to the verge of desperation by the steady resistance of the old-time family and clerical ideas of education, there is no wonder that Jefferson, at the end of a good fight of thirty years, in his old age, worn out by the cares of public office and the embarrassment of his own private affairs, was happy even to save the upper story of his great temple for the training of his beloved Virginia. It was indeed like the spire of a cathedral, poised in the air high above the earth, with no building underneath, propped by such stays and supports as the unorganized school scheme of private and church institutions could afford. As conceived in the imagination of its creator, the new University of Virginia was the broadest and most democratic arrangement for the higher education that had appeared on the new continent. It had broken loose from the ecclesiastical control that still held all American colleges in bonds. It had inaugurated the elective system of study, which is now the accepted method of all leading colleges and universities in the country. As conceived in the mind of the sage, in his study over at Monticello, the idea of a community of young gentlemen, put upon their sense of personal responsibility and honor for good behavior, was a new departure that struck down below the roots of the prevailing notions of the discipline of youth for the obligations and perils of life. His curriculum was almost the rival of Milton's noble conception of the education fit for an English gentleman, and included not only military tactics, but the industrial drill now coming to the front in the most progressive institutions of learning.

So great were these and other lesser merits that, with all the drawbacks of its actual organization, the University of Virginia has been one of the most influential of American seats of learning, setting the pitch for the entire organization of the higher education in every State south of Virginia, and repeating itself, with the additions of Jefferson's entire scheme, in the State universities of every Northwestern and Pacific Commonwealth. Of course, under the conditions, it could not fail to become a university of the dominant class, and, with the growing tendency of that leading aristocracy, a citadel of the political and social ideas that drove the South into revolt from the National Government and wrought the dismemberment of the Old Dominion herself. But it has graduated a noble company of eminent men. Its standard of scholarship has been high, exacting severe labor from all who claim its diploma. It has sent forth a great crowd of accomplished teachers to the secondary and higher schools of the Southwest, and largely modified the collegiate life of the older Northwest and, today, perhaps, no other educational institution in these sixteen States has a better outlook for a new life along the lines of the new university departure. If the favorite notion of Dr. Ruffner, that here should be established an annex for the higher education of young women, could be realized, a new departure of incalculable importance would be made in the quarter most demanded by the rising ambition of thousands of the daughters of the State.

But while the provision for the superior schooling of the more favored youth of Virginia was steadily increasing in quantity and quality through the forty years between 1820 and 1860, the leading class of her people seem never to have recognized the dream of Jefferson for the common schooling of the common people. From time to time conventions were held. Influential educational and public men like Henry A. Wise and numerous others uttered their warning and persuading plea for the bread of life, and more than one abortive attempt was made to establish in especial localities something that should take the place of a common school. But neither the lean and hungry arrangement for the schooling of the poor by the Literary Fund, nor the attempt at a county arrangement based on public taxation, made any great headway. Doubtless many of the children even of the poorer sort of families were assisted by private charity and several generous public gifts to rise above the level of their companions. There was an occasional mingling of all sorts and conditions in the great number of family, private, and Old-Field schools; and the academies for boys and girls were now and then invaded by ambitious youths, who, at all hazards, fought their way along the steep and rugged road that the American education was to the American boy and girl of half a century ago. But the condition of the educational destitution in which the State found itself in 1865, in the hour of its dire extremity, was the logical result of the narrow English policy it had pursued in this as in other directions; and, in 1870, the cry went up, from the sea sands to the most distant recesses of the western mountains, for the establishment of the American people's common school.

In nothing has the really superior class of Virginia more notably declared its soundness, persistence, and capacity to hold fast to a great idea than in the way in which it stood by the educational ideas of Jefferson through the one hundred turbulent years from the outbreak of the war of the Revolution to the inauguration of the people's common school in 1870. Every now and then a desperate effort was made to break out of the fatal circle of the old-time family and church notion of the school. Repeated conventions were held and some of the most brilliant and comprehensive pleas for universal education ever made were the efforts of this agitation. Among them, the famous address of the Hon. Henry A. Wise to his constituents in Accomack County on retiring from his Congressional career, was conspicuous for its almost prophetic outlook into the future. His nephew is now the able superintendent of common schools in the city of Baltimore. At last, the close of the civil war, in 1865, first opened the way to the realization of the truly American scheme of the author of the Declaration of Independence, and to-day, under modern forms and methods, the essential ideas of this great educational statesman are implanted in the constitution and laws and steadily becoming accepted facts in the new Dominion.

In sight of the old Hampton Beach, where the first slave ship disgorged its freight of black savages, on their way out of African barbarism toward the lofty goal of American citizenship, now rises the beautiful village called The Hampton Normal and Industrial Institute. Established immediately after the advent of peace, by Gen. S.

C. Armstrong, the son of a missionary, a graduate of Williams College, Massachusetts, a young Union soldier and commander of colored troops, a remarkable blending of the statesman and scholar, it has fully taken up Jefferson's plan of industrial training for the emancipated race and wrought it out with all the added experience of a hundred fruitful years. Not only has it profoundly interested the attention of the great wealthy Northeast, but it has become a part of the educational system of the State of Virginia, which pays annually into its treasury a portion of the income from the fund for the agricultural and mechanical education of the people. And, as in further recollection of the old days, it now includes the training of one hundred youth of the Indian race, first met by the original settlers on this historic ground. Another valuable school for the training of colored teachers now overlooks, from the towers of its stately buildings, the scene of the final conflict of the war of the sections, at Petersburg; while the State authorities every year are concerned in the management of the Sumner Institute of instruction for the same class of teachers. Sixty-eight thousand colored children are now receiving educational training, largely at the expense of the white people, in the common schools of the State.

The college founded by Washington in Augusta County, beyond the mountains, received Gen. Robert E. Lee as president at the close of the war. In the reorganization of this venerable institution of learning and its adjustment to the educational needs of the time, Gen. Lee displayed the same ability and vitality that made him the foremost military leader of the Confederacy. To-day Washington and Lee, generously endowed from both sections of the country, is one of the most substantial of the Southern colleges.

The son of one of the old presidents of Washington College, Dr. Ruffner, himself, before 1860, known all over the Union from a bold and powerful article on the institution of slavery, was wisely selected by the new State government to organize the system of common schools demanded by the new constitution of the Commonwealth, and for twelve years Dr. W. H. Ruffner administered the great office of first State commissioner of schools in Virginia in a way that made him the Horace Mann of the new South. The schoolman from abroad, who to-day sees how obstinately the old caste and sectarian spirit still resists the fit development of common schools established "for the people and by the people," has but a faint impression of the prodigious task that confronted Dr. Ruffner in 1870. Everywhere the old-time political, ecclesiastical, and social combination that had defeated Jefferson and kept the hated common school of the North out of the State for a hundred years, rallied in the last ditch for a final trial of strength. That in the brief space of twelve years of official service this accomplished and courageous leader had so conducted the educational campaign that his displacement from office in 1882 left the system so firmly established in the hearts of the people of Virginia that neither the relentless opposition of the defeated combination of its enemies, the fierce agitations of a new political administration, and, most dangerous of all, the fearful inadequacy of the schools themselves to do their proposed work, were able to discourage the educational public of the State, is conclusive proof of the success of this momentous achievement, for in this experiment was involved not only the establishment of the American common-school system in Virginia, but virtually in all the States of the South. Even to-day the State of Jefferson leads the educational column south of the Potomac and the Ohio, as in the years before the flood. The final service of Dr. Ruffner as first president of the first normal school for white youth in the State was a fit conclusion of his illustrious career. It may not be too much to demand that, in his later years, he shall publish a complete collection of his valuable official reports and his numerous writings in defense of the system of popular education which involved him in controversy with some of the most eminent men of the Commonwealth.

As a vital department of the new system he incorporated Jefferson's idea of the college in the form of the modern high school. He fully recognized the value of the industrial feature of educational life that now is so happily illustrated for white youth in the Miller Manual Labor School of Albemarle County, and in the Hampton Agricultural and Normal Institute for the colored people at Hampton. His wise and politic organization of the common-school institute in the summer of 1880, in the buildings and with the hearty coöperation of the faculty of the University of Virginia, was the final victory which ended the long-time conflict of the upper side of the Old Dominion against the education of the masses at the expense and under the supervision of the State. To-day the University of Virginia has not only at last assumed its legitimate position as the crown of the public-school system, but it now has a special provision for the instruction of teachers as a prominent feature of its revised curriculum. Old William and Mary College has arisen from its decadence and, with the normal training of young men as its most prominent feature, now numbers a larger body of students than in its most palmy days. Dr. Ruffner was permitted to remain in office until he could say that a larger number of youth were attending schools of the secondary and higher education in Virginia than at any former period of her history.

In one respect it was given to this leader of the great educational movement in Virginia to surpass the ideal of Jefferson. A hundred years ago it was a social impossibility to urge the equal educational rights of the sexes anywhere in the American colonies. And nowhere was the old European prejudice against the serious higher culture of young women held with greater tenacity than in the Old Dominion. The family tutor or governess, with the occasional accompaniment of a neighborhood private school for girls only slowly evolved into the girls' academy, of which there were several well-known institutions in the State before 1860; Hollins Institute for girls in Botetourt County by far the best known and most effective.

But even with the increase of this feature of the educational outfit of the State, as late as 1885 Dr. Ruffner gave utterance, almost out of the bitterness of a hope long deferred, to words that bore testimony to the strange neglect of public provision for the higher education of the daughters of a Commonwealth of all others most profuse in oratory and the devotion of the old-time habit of chivalry in behalf of woman. Said Dr. Ruffner, speaking of the Farmville Normal School for girls: "My vision is not confined to this school, or to any school. It is turned with anxious longing upon the entire body of Virginia women. How strangely have they been neglected by the ruling sex. They are mixed through and through our social life; we love them as we love nothing else upon earth; they have an immeasurable power over us, they dictate our personal habits, they raise our children, they refine our tastes, they conserve our morals, they keep burning the fires of religion—everywhere in our daily life is found the skillful hand, ready mind, the quenchless heart of woman. And yet where has there ever been any public recognition of her inestimable claims upon society?

Men make provision for their boys out of public funds and for themselves too—duly conserving every interest they have; but how wretchedly small has been the share doled out to her who deserves everything. This is an injustice that will make our children ashamed of their fathers. But it is not only an injustice, it is an infatuation—an infatuation similar to that which kept down popular education generally in Virginia until a few years ago. The power residing in woman, if utilized and directed, would give to society a life, a grace, a purity, a skill, a progressiveness peculiarly its own, and the coming generation would receive a training in the homes, in the schools, in the social circles, in all the quiet but immeasurably potent centers and lines of influence such as can come from nowhere else. Behold what woman does now in a state of neglect and try to imagine what she could and would do if allowed the privileges which men have so liberally provided for themselves. Do justice to the women of Virginia and every good thing will be developed in the State." In an elaborate report devoted to the higher education of Virginia girls, Dr. Ruffner outlined the plan of an annex to the University of Virginia for young women, on the style of Girton and Newman at Oxford, England. The only step yet taken in this direction is the opening of the free high school to girls and the establishment of the excellent State Normal School at Farmville; both secured under the administration of its first State superintendent of instruction.

As a logical outcome of this great awakening of the educational spirit in Virginia, under the lead of Dr. Ruffner, there has been a remarkable time of refreshing for the higher education of the State. It has been a wise policy that has aided in the establishment of these rival colleges and concentrated the attention of the people on the rehabilitation and endowment of the half-dozen on the ground. Of these, the University of Virginia, Washington and Lee, William and Mary, Hampden-Sidney, and Randolph-Macon have been largely reinforced by benefactions from beyond the limits of Virginia; in some cases, as in the gifts of McCormick, Austin, Brooks, Fayerweather, and Corcoran, to the university, and the generous contributions to Washington and Lee from the great cities of the Northeast, and the more moderate donations to the remaining institutions, as the interest taken in New England in one of the smallest of them, Roanoke College, the gift of money has seemed all the more precious as a testimonial of the pride and affection of the old Northeast and the new Northwest for the mother of Presidents.

There has been a remarkable development of academies for both sexes since 1865. Several of the most valuable fitting schools for the colleges and universities are of comparatively recent date. Staunton has a notable cluster of academies for girls, and everywhere, from Norfolk in the east to Bristol in the far west, this class of schools for the secondary training of young women is growing in numbers and in value. The State still waits for the establishment of a great school of technology in the mining region of the Shenandoah Valley and southwest. But within the present year the State Agricultural and Mechanical College at Blacksburg, on the summit level of the Commonwealth, has been reorganized in a fashion that promises a new career of enlarged usefulness to this most important feature in the higher education of a State so dependent on an energetic and progressive system of farming, mining, and manufactures.

No State has more reason to regret the final defeat of the original movement for national aid to education, in 1890, than Virginia. Out of her magnificent bequest of public domain came the first great possibilities of the splendid policy of endowment of education by the gift of public lands that has given to the new Northwest the prodigious impetus in educational provision for its whole people. It was indeed an unaccountable thing that the bill was finally defeated by the votes of Senators of States whose schools are to-day munificently endowed by the bounty of their impoverished mother. It can not be that the country will be forever unmindful of the claims of the old colonial division of the Republic that surrendered its vast western domain to the States beyond the Alleghanies, for aid in the present home effort to perform their duty to the coming generation. Especially do States like Maryland, Virginia, the Carolinas, and Georgia, from which these great donations of an imperial territory have taken place, deserve consideration. It will come when our partisan politicians rise to the comprehension of the fact that only what makes for the uplift of the younger third of the people can be relied upon to solve the great problems of finance, suffrage, race, even the perplexities of the involved labor and social reforms. We may decide each and all these matters connected with the material, political, and social welfare of the Republic again and again, in our heated political campaigns, only to find them confronting us at the end of every session of Congress. But only as we educate the youth who are to receive the perilous heritage of constitutional government into a more intelligent, righteous, patriotic, and skilled executive way of living, will there be a reasonable hope of the final solution of problems so far above the capacity of the average politician of the day. Said Jefferson, "Let us educate the children. Then the coming generation will be wiser than we and many things impossible to us will be easy to them."

Among the eminent records of Virginia statesmanship none is more significant than the twenty-first annual report of the superintendent of public instruction of the Commonwealth of Virginia, with the accompanying documents, for the school year closing January 31, 1891. Fourth of the superintendents of public instruction since the inauguration of the American system of common schools in 1870, the Hon. Jno. E. Massey may well feel an honest satisfaction in presenting to the country and to Christendom such a record of great achievement as the educational history of the New Dominion during this brief generation.

The most notable fact in this record is that, with the exception of three institutions for the higher education of boys, the medical school, and the institutions for the deaf, dumb, and blind, all partially dependent on State support and somewhat under State supervision, this entire group of educational agencies is the growth of the past twenty-five years since the close of the civil war. The University of Virginia, the Virginia Military Institute, and the College of William and Mary, all, to-day, contain a larger number of students, with superior facilities for proper collegiate work and more abundant resources, than at any previous time. The recent establishments, the State Female Normal School for white girls, and the Virginia Agricultural and Mechanical College for white youth; the Virginia Normal and Collegiate Institute for colored youth; the Miller Manual Labor School of Albemarle County for white boys and girls; the Hampton Normal and Agricultural Institute for negro and Indian students, and the normal department of William and Mary College for white young men, are all the fruit of the movement that dates from this later period. In addition to this, the State for the first time in its history has seriously responded to the high demand of Jefferson for the free instruction of her entire population in a system of common schools, far more thorough and effective than was in the mind of any American educator at the close of the Revolutionary War.

From the tables of this elaborate and interesting report we learn that in 1891 there were 112 counties and cities in Virginia under the superintendence of public officials appointed by the State board of education, consisting of the governor, attorney-general, superintendent of education, and the secretary of the board. The salaries of these superintendents range from $2,110 in Richmond, with four cities from $1,200 to $1,370, to $200 as a minimum; 82 of the 107 counties below $500; the remaining between $500 and $740, making $70,000 in round numbers for State and local supervision. Of the 652,045 children and youth of school age (6 to 21), 376,650 are white and 275,388 are colored. Of this number, 342,720 were enrolled in the common schools—219,141 white and 123,579 colored—of whom 193,536—126,848 white and 66,688 colored—are in average daily attendance. Of the pupils enrolled 8,269 are studying the higher branches. The enrollment represents 52.5 per cent, and the average daily attendance 29.6 per cent of the entire school population of the State; the average age of the pupils is 10.8. The exactions of the new Southern life tell heavily on the youth of both races after the age of 12. There are 7,689 schools open (of which 1,017 are graded), with 5,710 white and 2,008 colored teachers—3,000 male and 4,600 female. The average salaries of men are $31.40 and of women $26.66 per month. These schools are open during an average period of 5.8 months per year, the long city and village offsetting the short country district term. The cost of tuition per month per pupil enrolled is 64 cents; $1.15 for actual attendance; the whole cost of popular education per month being 74 cents for number enrolled, and $1.32 for daily attendance—being $7.70 for the school year. The total cost of public education to the State in 1891 was $1,636,982.84. Of this sum, $900,000 is supplied by the State and the remainder by county, district, and miscellaneous funds. Six thousand five hundred and nine schoolhouses represented an investment of $2,379,745.32, and had a seating capacity for 357,378 pupils. Of these, 147 are brick, 4,650 frame, 79 stone, and 1,633 log; 5,943 have "suitable grounds." There is a steady though moderate increase in attendance every year and the superintendents generally report the growth of the common school in popular favor, with some improvements in school accommodations and the efficiency of teachers, by far the most important feature in the estimate. Three normal institutes for the teachers of each race were held during the summer of 1890, the funds, $5,800, including $2,800 for the instruction of students in the Peabody Normal College at Nashville, being donated by the Peabody educational fund. In addition to the cost of the public schools, the State disburses an annual sum of probably over $100,000 to the several higher institutions subsidized; besides the receipts of the agricultural and normal college fund donated by the General Government.

It would be difficult, if not impossible, to give even an approximate statement of the corresponding development of the academical and collegiate institutions under private and denominational religious control in the twenty-five years since the close of the civil war. Every college in existence in 1860 has been sustained and, with perhaps one exception, largely extended in facilities for instruction and attendance of students. No important academical foundation has been suspended, while nearly every school of this description has been enlarged, and several of the most important have been founded during this time. Not the least in importance may be named several classical schools of superior merit, tributary to the university, or furnishing an excellent outfit for collegiate life. The number of young persons sent to the North and to Europe for superior training has probably not diminished with the improvement of home facilities. Indeed, the more the home field is tilled the greater is the crop of eager youth seeking the best opportunities where they can be found. The writer of this essay, during a twelve-years observation of the higher education of all the Southwestern States of the Union, has noted the increasing number of teachers in higher institutions hailing from Virginia. It would probably be safe to estimate the cost of public and private education for the people of the Commonwealth for the current year at a sum not less than $2,000,000, probably more than that large sum, of which several hundred thousand dollars are paid for the free schooling of children whose parents were slaves in 1860. In view of the pessimistic estimate of the negro problem by some of the literary and political writers of the period, it is encouraging to turn to the elaborate and able report of Gen. S. C. Armstrong, president of the Hampton Normal and Agricultural Institute, in the matter referred to—a complete refutation of all the crude speculations emanating from the *a priori* theories and imperfect information of this entire class of writers. A work already in the press of the Hampton Institute concerning the experience of this, the most careful and conservative body of workers in this new field of educational effort, will be a great comfort to all who have not despaired of the side of the Republic represented by its 7,000,000 new-made citizens of African descent.

While it is not true that this remarkable statement represents anything like a complete arrangement for the fit schooling of the 600,000 children and youth of school age, and while the system of public education, even in the majority of villages, and especially in the open country, where three-fourths of the pupils live, is painfully below the needs of this great State; and while the educational critic finds much to condemn in the organization and administration of this department of the Government, and the chronic agitator can find enough to point his sarcasm or sharpen his denunciation, still, under the conditions of public and private life in Virginia during the past twenty-five years, this record is one of the most notable in the annals of mankind. Never before since the dawn of history has a commonwealth so overwhelmed by the results of a disastrous civil war risen with such persistent determination, "renewed its strength like the eagle's," and in one short and troubled generation placed itself in all ways so far in advance of any previous period of its history. And when we remember that the present year has brought the great relief of a final settlement of the financial troubles of the State; that in no year has there been such an investment of capital from abroad in the development of its resources; that from the seaboard to the western mountains the State is astir with the movement of a great expectation of material prosperity, only for a time checked by the usual excess of speculation in real estate, there is ample ground for the just hope of the days that are to come. During the most intense period of the civil war, in 1863, a devoted band of teachers in the city of Petersburg organized the first educational association of Virginia. In the summer of 1891 this association, consisting of the male educators representing the higher education, was absorbed in a general State educational association founded at Bedford City, one of the new centers of industry and education in the southwest, including the public school interests, with many of the able and enthusiastic women teachers of the State in attendance and participating in all its doings. The omens are all bright for an advance in the educational life of Virginia during the coming ten years, which will not only keep the old Commonwealth where she has always been, at the head of the South, but will place her in line with the great northern States.

But just now the observer of this interesting feature in the development of new Virginia is especially attracted by that portion already referred to, the twenty-five counties included in the southwest, extending from the new city of Roanoke to the borders of Tennessee, West Virginia, and North Carolina. A tour of several months through the most interesting portion of this district has furnished the materials for the present essay on education in southwestern Virginia. There is no pretense that this estimate is comprehensive in its details; neither does the writer attempt to declare the complete value of schools or pass judgment on the educational merit or demerit of the different towns and cities of the region. Enough if such a statement as he is able to make, after honest and persistent attempts to reach the truth of the matter, can exhibit to the people, especially to the generous youth of this favored land, the opportunities, invitations, and reasonable expectations of the coming years. It is largely with the view of giving to the youth of this region the conclusions of a friendly observer, after walking about their Zion, that the present essay is dedicated to them, their teachers, and the friends of universal education in Virginia.

The reasonable foundation of the great expectations of Virginia, as of the entire South, is the vast reserve of material resources in every Southern State. In this respect the oldest of the sisterhood of the sixteen former slave-holding Commonwealths is notably among the foremost. After the exhaustion of a portion of her old eastern fields by a culture of nearly three hundred years and the latest dismemberment of her territory, there still remains as the Virginia of to-day a realm larger in extent than some of the historical nations of Europe, and this portion is as essentially "a new country" as some of the recently admitted States of the Northwest.

From the city of Roanoke, Roanoke County, which in five years has risen from a railroad station to a flourishing city of 20,000 people, stretching away to the southwest, with a narrow annex to the north and south, are found the twenty-five counties in general terms known as southwestern Virginia. In comparison with the State of Massachusetts, most eminent for wealth, general prosperity, and the influence that depends on intelligent industry, this region includes 14,000 square miles as against 8,000 in the Bay State. In all except the possession of 50 miles of seacoast, with two or three harbors of the first class, southwestern Virginia in every respect may claim an unquestioned superiority in the natural resources for the building of a great commonwealth. In its large areas of fertile soil for variety of crop culture and extensive grazing, with skilled farming adequate to the support of a larger population than now inhabits any American State; in its marvelous wealth of coal and iron and other valuable minerals; in its boundless forests of precious woods; in its abundance of water power; in its climate, by all odds the most favorable of any southern and not inferior to any American commonwealth; in its peculiar felicity of geographical situation, at the meeting of the ways of the great North and Southwest and the Northeast; in its occupation for one hundred years by a population of the best original European stock, the plain British people and the Germans of the Lutheran sort, now representing 400,000 of the 1,600,000 people of the State, with its small colored contingent, as in the West, chiefly gathered in the villages and new centers of development, with only the later immigrant population recently called in by the rapid development of the mining and manufacturing districts; already connected with the adjacent parts of the Union by important lines of railroads, which are stretching out their arms of steel into every corner of its territory; not inferior in picturesque beauty and grandeur of alternating mountain range, valley, hill, and fertile "cove," to any portion of the country east of the Mississippi; here is an outfit of nature and a favorable condition of human affairs that explains the fact that to-day the eye of the capitalist at home and abroad is concentrated on this favored land as upon no other portion of the Republic.

And here is found, in connection with all the substantial advantages of a new country, the historical background, the lack of which is a real disadvantage in the vast unoccupied wilderness beyond the mountains. For a hundred years this 14,000 square miles of the Old Dominion has been slowly prepared for the great day of its appearance on the stage of the new American era of improvement. From the first, the vast majority of these people have been farmers, in moderate circumstances, living according to the slow, obscure ways of the rural American of half a century ago. The few great plantations of the valleys absorbed the slave interest and, outside of an inevitable leadership in public and social life, this class did not essentially affect the life of the plain people. The more restless spirits were drawn off by the settlement of the new southwest. The country beyond the mountains, now known as West Virginia, remained for many years rather a portion of the new northwest than of the old Virginia of the seaboard. Between these rival interests that finally divided the State, this important region remained, biding its time for development.

Already, by the enterprising policy of its great railroad and land companies, it is being better supplied with good hotel accommodations than any portion of the South. The great southwest is drifting thither as the most attractive summer home, and every week sees a large excursion train, filled with the restless pleasure seekers of the luxurious eastern cities, seeking "fresh fields and pastures new" for the stimulants of an appetite for novelty, satiated and gorged by European travel and the laborious vacation life of the seashore and huge centers of metropolitan resort. The population left on the soil, after the steady drain of the past twenty-five years to the far West and Southwest and the eastern cities, is perhaps in the best condition for the developing forces of the new American civilization through all their various agencies of popular stimulation and culture. In public affairs it can hardly be called a vital part of the "Solid South" or of a rival consolidated North, being conspicuous for a political independence which has more than once given it a decisive voice in the affairs of the State; though in accord with the Confederacy during the Civil war, its territory was largely exempt from the ravages of the great conflict; especially was it saved from the terrible strife of divided factions which has inflicted on the entire border land, from Virginia to Kansas, a chronic habit of local exasperation and political bitterness that only a coming generation can outlive. Nowhere in the South is there to-day a people more truly patriotic and nowhere in the Commonwealth of Virginia are the noble historic traditions of the Old Dominion in behalf of liberty and union more firmly and obstinately cherished.

It is just this condition of affairs that makes the recent great investment of capital from the North and from Europe so important to the future of this region. Southwest Virginia is not an Eldorado whose "booming" attractions invite the fierce, reckless, and unreliable adventurer from all parts of the earth. It is not a country that is to be overflowed by any rapid immigration from home or abroad. Its present population is of the substantial quality that, when once fully awakened to the importance of what is going on in its midst, will straightway prepare the coming generation to join hands with the new life, and in due time come into possession of all the substantial opportunities and successes of a new era. And herein is a great advantage, not always appreciated, especially by the people of the North, in the social, political, religious, and educational development of the New South. The enthusiastic expectations of the early days of reconstruction that the South was to be made over by a vast campaign of education into an annex of the victorious North, has long since become the "baseless fabric of a vision, leaving not a wrack behind." No American State, county, or neighborhood can or ought to be overrun by the superiority of a neighboring people, or its characteristics stamped out, even by missionary zeal for higher things. Only by the gradual, irresistible progress of universal education of the American type, the slow and sure training of the heart, the head, and the hand of the younger generation, by the hearty coöperation and sympathy of all corresponding States and sections, can a reliable growth into the higher American citizenship be secured. Whatever is otherwise attempted, with prospects however brilliant, inevitably comes to a fatal collision with an awakened and exasperated local sentiment, leaving "the last state worse than the first."

Here is just the happy adjustment of social forces needed to make the new Virginia of the Southwest an object lesson in the true readjustment of American society in the South. The great investment of capital that is now opening the mines, building new towns, carrying new railroads like spider webs of steel and iron all over this wonderland, is not a hostile influence working for the dispossession of the home proprietor. The inevitable collapse of the real estate boom with which the country is now somewhat depressed is only the reaction of an overexcited movement, and will be a healthy warning rather than a permanent backset to the country. Within twenty years, probably sooner, southwestern Virginia, with anything like a judicious management of its industrial opportunities, will offer to its ambitious and active young men and women such chances of industrial success as have never been known in any portion of the South from the beginning. In the mine, on the farm, in the development of all varieties of manufactures, in the counting room, at the teacher's desk, in the call for a superior clergy and a higher type of commercial and political talent—in all the characteristic American avenues of occupation, there will be a call that will bring the home people into the most intimate connection with the leaders of these great enterprises. Eighty per cent of the men worth $100,000 to-day in the United States were the poor American boys of a generation ago, and more than 80 per cent of the women who are the true "first 400" of every community are recruits from the same great American hive. There is no good reason why in half a century the descendants of the southwestern Virginia people of this decade should not become the virtual possessors of the plant now being made on the soil and come into most intimate connection with the substantial people coming to this promised land. Certain it is that, whatever may be the theories of any party of reaction, the Virginia of the year of our Lord 1892 is "lifting its eyes unto the hills" of its own southwest with a mighty faith that in "God's country" beyond the Blue Ridge, the splendid valley of the Shenandoah, and the New Southwest, will be found its strength for the coming momentous years.

It will be well if this fact is speedily recognized by the present population of this portion of the old Commonwealth as the inevitable condition of the best possible success. It will be "as easy as preaching" to plant in every valley of southwestern Virginia a little "hell-town," representing the worst features of the worst form of human degradation, in an ignorant, reckless, brutal laboring population—a hideous stew of all races, nationalities, and undesirable home folk—in chronic conflict with a grasping, materialistic moneyed aristocracy, bent only on working the land for all it is worth. Already is this to be seen in more than one of this sudden growth of towns, sprung up in the night into a hideous apparition that defies the savagery of the wildest mountain clan. It is not pretended that a great region like this, under the present stimulation of sudden material development, will of itself evolve into a social paradise or in any way become anything good which the foremost people within its borders do not insist on its becoming. The boom that is now rushing down the valleys of Virginia and Tennessee is the same old boom that in turn has excited every land, in every age, with brilliant prophecy of the millenium. The wisest word yet spoken concerning the development of an American city or region was the response of Mr. Jay Gould, two years ago, to a group of interviewers, to the effect that the great cities and favored regions of the earth were not the inevitable outgrowth of great natural resources, favorable climate, or geographical position, but were built up on the solid foundations of personal character, social refinement, religious and educational enterprise, and a good home life of the better class of the population. Here is the bottom fact in this, as in every portion of our great Republic, newly awakened to feverish activity and compelled to pose as the last "bonanza land" before the superior public opinion of Christendom. No vulgar, vicious, ignorant people anywhere in the United States of America, swollen with the conceit of its own superiority to the rest of mankind, inviting the stranger to the admiration of a provincial type of life, is to be lifted into importance by any advantage of climate, soil, wealth of mine, or other physical superiority. Only that country which recognizes in its material advantages a call of Providence to rise up and adjust itself to the foremost life of this "grand and awful time" in which we live and move will find an outcome from final wreckage in the most flattering prospect of the future. To the thoughtful observer, as he looks out from the windows of that real progress which means the superiority of man over all his environments and the control of all his surroundings by the power of a Christian civilization, the southwestern Virginia of to-day presents one of the most interesting problems of American society. It stands at the parting of the ways, and the few swift-coming years will determine whether this inevitable material prosperity shall be the angel going before or the demon spurring from behind. It is with this profound conviction that we have studied the present educational status of these twenty-five counties of the southwest; not in the mood of an educational critic, but with the hopeful spirit of a "ministry of education" which prays for a revival—that uplift of a whole people toward the higher life which is the prophecy of a Christian civilization as the ruling force in national affairs.

From the accessible records of the educational life of this region previous to 1860, it is evident that it was in every way the least-favored portion of the Virginia of that day. The great educational opportunities of the State for two hundred and fifty years have been monopolized by the favored plantation class beyond the eastern mountains. The Virginia "out West," now West Virginia, was gaining by contact with the new and vigorous Northwest. Here, in the middle country, partially isolated from the great world of which it is really the geographical center, the opportunities for good schooling for the masses were meager and unsatisfactory. The "old-field school" was one of the makeshifts of the pioneer civilization that was good or bad according to the master of ceremonies. The most enlightening account of these pioneer arrangements is found in a remarkable series of historical memoranda, called out in the first year's service of the Hon. R. R. Farr as State superintendent of instruction, in 1885, at a superintendents' conference held in Richmond in February of that year. A majority of the county and local superintendents of common schools presented there a remarkable series of reports concerning the early status of education in their districts. While, as a whole, these brief monographs bear new testimony to the exceeding difficulty of gathering up reliable statistics by hearsay and often highly colored reports concerning the real condition of education and the actual illiteracy of the population, yet enough was produced to make a vivid presentation of the difficulties that beset the youth of large regions of the Old Dominion, even at a late day, in this respect. The field school was generally a private-subscription term of schooling, built up by the efforts of a master and a few of the more earnest patrons, held in the most available building, often of a very primitive character; the school itself depending entirely on the quality of the teacher. What the average quality was can be found out by a perusal of these interesting reminiscences. Especially in these twenty-five counties, the majority of which are distant from the old educational centers of the State, sparsely populated, formerly somewhat out of touch with the great influential classes of the Commonwealth, were these opportunities, even for a large majority of the people, very scanty. A better sort of schools were the privileged groups of children of the more favored families, taught by superior teachers, often in the homes of the leading patrons. The entire region contained but two institutions fairly entitled to the name of college, and these for boys—Roanoke College, at Salem, then in its early struggle for existence, and farther to the southwest, Emory and Henry, which for a number of years was a great power for the training of clergymen, teachers, and public men to the entire southwest. A small number of academies for girls date back to this early era. These were chiefly of a denominational Christian type, very largely an annex to the sect on which the school chiefly depended for support. Indeed, we must look to the superior clergy and the more enlightened and vigorous of the religious sects for the chief influence in the development of the secondary and higher education here, as in all portions of the South, in that early day. On the border, between the old Virginia of the east and the great southwest, Hollins Institute was for many years conspicuous. Begun by a clergyman from the North as a normal school for the training of teachers, it happily fell under the control of Dr. Cocke, who, still, after a generation of good service, maintains it as one of the best schools for girls in all the Southland. Farther down, at Christiansburg, Marion, Wytheville, Abingdon, Bristol, and other places less conspicuous, were academies for boys and girls, all reliable institutions for their day, all the fruit of sacrifices and toils by men like Rev. Creed Fulton and his contemporaries, whose labors are the noblest educational heritage of this locality. A considerable number of the leading instructors in this section were drawn from the Northeast, which, until the later alienation of the sections forbade, was the hive from which great numbers of teachers in all sorts of schools were drawn.

It is not our purpose to attempt a picture of the educational condition of this region during the past seventy-five years of its settlement, even until the breaking out of the civil war. It would be impossible to draw a picture that would be satisfactory to the vigilant home critic of all Southern history written to date. The materials do not exist for a presentation that will be accepted as just by anybody. Probably the brief reports of the one hundred superintendents of common schools in 1885 are as near as is possible to come to the facts of the case, and these are accessible in the report of the State superintendent of education for that year.

But whatever may have been the deficiency of popular culture to this date, all accounts report the state of education immediately following the close of the war as sufficiently depressed to excite the gravest apprehension. From 1865 to 1870 was everywhere in the South a season of prostration, alternating with fierce outbreaks of local resistance to the national military rule. While attempts were made to revive the old-time field subscription schools, and academies and colleges were resuming their activity, still all beside the favored few were in a condition that made the use of these educational advantages impossible. It was not until 1870, when the American system of common schools for the first time was introduced into the oldest American Commonwealth, that a vast majority of the people of this great region had a fair opportunity to give to their children even the small elementary schooling that is still the meager pittance accorded to the majority of Southern children to-day.

But we shall greatly misjudge this section of the Southern white people if we infer that this prevailing illiteracy in the knowledge and use of books implied a fatal lack in education. Here is the rock on which so many of our university men and educational experts to-day are aground—the comparison of European and American youth on exclusively literary lines. It may be, as President Eliot is fond of telling us, that the French or German boy of 16 knows his Latin grammar and some other portions of the school curriculum more thoroughly than our own. The American boy, meanwhile, has been a close and eager student in the greatest university of all the ages, the new American life. At 18 he knows more of what he must do and be as a man than the average European man knows or can know under the existing conditions of his outdoor life. While we must insist on the increasing thoroughness and correctness of our school work for all classes and conditions of our people, we need not forget that the special merit of republican institutions is their educational power over the citizen from the cradle to the grave.

No portion of the American people from the beginning has so profited by the experiences and opportunities of this national university of the common American life as the class we sometimes call "the third estate of the South;" the nonslaveholding, plain people, who in 1860 constituted an overwhelming majority of the white population of these sixteen Southern States. No section of American history could be woven into a story of the making of a republic more thrilling in incident, more instructive to the social philosopher or historian, than the true story of the rise and growth of this portion of the southern white population, from its earliest appearance upon the Atlantic seaboard south until its last uprising in the Farmers' Alliance of the present decade. At first it was the most adventurous and independent class of the southern country; the least satisfied with the high aristocratic complexion of the Old Dominion by the sea. It pushed through the gaps of the nearer mountains, forced back the line of savage warfare in the decisive battle of Point Pleasant, broke the power of the Indian, and, under the lead of Col. George Washington, cleared the country of the Frenchman and his brutal allies, even before the Revolution. There has rarely been a more capable set of men than the better class of the early immigrants to southwestern Virginia. The records of the half century before the Revolutionary war abound with the exploits of this courageous, all-enduring, and powerful people—the makers of Kentucky, Tennessee, and the new Southwest. In their way they were a body of religious, moral, and solid colonists of a new country whose perils and hardships already imparted to their stern and decisive character a strain of ferocity and almost barbarism in their dealings with the "noble savage," of whose nobility they had no high estimation. The admirable series of volumes by Edmund Kirke (Mr. Gilmore), on the early settlement of Tennessee, with the brilliant sketch of the environment of Andrew Jackson by James Parton, and the growing literature of this interesting portion of the old republic, furnish an illuminating picture of these times and men. It is significant that the three older Presidents of the United States—best known through Christendom—Washington, Jackson, and Lincoln—were all, to a great extent, educated by the pioneer life of this time and this region, and the present Chief Magistrate of the United States, Benjamin Harrison, is the descendant of his grandfather, whose big hat covered a head trained in the same stringent school. While Washington, with the assembled forces of the eastern colonies, was holding the British empire at bay from Boston to Savannah, Lewis, Sevier, and their partisan associates of the backwoods were achieving the equally important and more trying conquest of the wild West and clearing the land of the British occupancy. And later it was the ominous cloud of southwestern riflemen, hovering on the horizon of the vast French empire of the Southwest, that made Napoleon, shrewdest of imperial politicians, sell out the territory now represented by a domain of twenty great American Commonwealths. Later yet, the same rough-and-ready army followed the heels of Jackson in clearing the country to the Gulf of Indian occupation; the climax of that remarkable series of campaigns being the memorable battle of New Orleans. Still later, a group of the same sort of people were the majority of the advanced guard of American life that swarmed into Texas and, under the lead of a Tennessee President, forced the Mexican war, which gave to the country the splendid Pacific realm, itself one of the noblest empires on the face of the earth.

The civil war was the fit climax of this campaign of the Southwest of a hundred years in bringing this portion of the Republic, consisting of the old Orange County of Virginia in 1630, to the front. There is no doubt that nine-tenths of the nonslaveholding population of this region of West Virginia, North Carolina, eastern Tennessee and Kentucky, northern Georgia and Alabama, western Arkansas, and southern Missouri were as thoroughly opposed to the great secession movement of 1861 as the people of New England. The revolt in the east at once separated from Virginia the territory now known as the progressive State of West Virginia. It rallied the mountain population to the defense of the Union, and 140,000 white soldiers, a greater army than Washington ever commanded, shouldered arms and followed the old flag to the end. The bitter end of the civil war was felt by these 2,000,000 people in the central section of the United States where the warfare of armies was supplemented by the terrible strife of rival families, fathers and sons, mothers and daughters, schools and churches, of which the wounds are not healed even to this day. Here, during these tremendous years from 1860 to 1870, was a training school of manhood and womanhood even in the region least disturbed by the outward conflict of armies, the twenty-five counties now known as southwestern Virginia. To speak of such a people, so drilled, tutored, and trained in the great university of the pioneer American life for a whole century as uneducated is a misuse of terms. And beyond this stringent and varied discipline of actual life these people were further educated by the original method of all civilized nations. The "plain speaking" in the pulpit and on the stump of this end of the old Southern life has forced its way from the mountain region of the central South out into the free West, east of the Blue Ridge, into the very heart of the culture of the fastidious Northeast. The old-time high-soaring oratory of the educated Southern States, and the concentrated discourse of the corresponding class in the Northeast, have both "paled their ineffectual fires" before the direct, powerful, home-dealing talk of the Southwestern pioneer. The coming type of eloquence in the Republic is based on this, the most effective method yet found of moving men, women, and children to great deeds and to progressive thinking. So out of this object-lesson of the American life, annotated and punctuated by the public and private conditions of the Southwestern pioneer American civilization, did this people of which we write get a preparation for the first common school of the masses and the reconstruction of the old-time academical and collegiate training of the more favored, which makes what we now call the new education of the new South.

Never was the hand of Providence more visibly stretched forth in our American life than in the call of Horace Mann, in 1835, to lead the first reconstruction of the old-time New England district, country, and village school into the present graded common-school system of the United States. Of equal significance and no less potent in its outcome was the appointment of Dr. William H. Ruffner to the difficult pioneer position of State superintendent of education in Virginia, thirty-five years later, in 1870. Of all the States of the Union, perhaps, Virginia was the least disposed, up to this date, to adopt the common-school system of the Northern States of the Union. Only by a careful study of the educational situation, even at the close of the war, when the leading class was left almost destitute of the means to educate their children in the old-time exclusive way, can we obtain a true insight into the difficult position occupied by the new superintendent, and especially by the subordinate local supervisors of the new school system, almost forced upon the people. It probably was fortunate, that at the beginning supreme power was lodged in the State board of education, practically in the State superintendent, to appoint every local, county, and city superintendent of common schools in the Commonwealth. In this way Dr. Ruffner was able to place his hand on a body of men who believed in the new régime and could be trusted for some reasonable effort to make the new school system a reality.

The history of the introduction of the new common school system into southwestern Virginia reads like a romance in the brief records of the superintendents of the twenty-five counties now under observation. All paint in almost tragic colors the disadvantages under which the mass of the white people labored up to the time of the inauguration of the new arrangements. Says one: "Not one in five of the whole population was possessed of the rudiments of an education." Says another: "The log schoolhouses, few and far between, scattered here and there, would tell a sad tale of ignorance to the masses and culture only to the few." Another says: "Previous to 1860 five great families held nearly the entire fertile portion of our county. They divided society into two classes, Virginia gentlemen and slaves; the poor dependent whites occupying a position like the grain between the two millstones." Still another declares: "The records of this antebellum time are written in the ignorance of the masses of the people." Still another: "Education acquired by means of public money was considered an arrangement for paupers only." The first superintendent of one of these counties writes, on giving up his office to his successor: "I have so far ruled for good morals in the case of applicants for certificates as teachers as to send none to trustees for employment who use profane language, drink drams, gamble, dance, or are otherwise of questionable character." Well might the superintendent of Washington County write in 1885: "The new common-school system was incorporated into our organic law by a convention composed of members many of whom were considered as not at all in sympathy with a large and hitherto influential class of our people. The whole movement was new and, in many features, contrary to all our cherished notions and hereditary traditions. Its enemies predicted that the system would of itself fall to pieces in a short time and be buried out of sight never to be resurrected. The opposition and distrust were decidedly outspoken in this county for several years—in some neighborhoods perhaps more than others. The improvised houses were a reproach to the name of school. The teachers were often without any especial fitness for their calling, since the better class were unwilling to engage in a free school. The State, however, had been fortunate in its selection of a man to put the machinery in motion who was heart and soul in the work, who was a true believer in free schools and who, by his energy, wisdom, and unsurpassed tact, at length lifted the despised system from its low estate to great usefulness. He laid foundations broad and deep, upon which has been built up the magnificent structure which bids fair to be the State's chief glory and the people's greatest benefaction."

But not even the high qualities and burning zeal of the eminent State superintendent could have won the victory had not the soil of this corner of the Old Dominion been prepared for the great awakening in behalf of the children. Of course, the new system was opposed by all the forces of the old régime, too often by those who were to become its most generous benefactors and most ardent friends. Poverty in the masses, class prejudice, sectarian bigotry disguised as zeal for Christian education, the deeply-rooted prejudice against the pauper free school of the old day, somewhat the sectional jealousy against everything coming from the victorious North, the greed of avarice—all these and other considerations only less powerful were enlisted against the new departure. But it is interesting to note how, in the fifteen years before this report of progress, these barriers had been so largely burned away and the common school, in theory at least, had been generally adopted throughout this portion of the State. In fact, some of the mountain counties took to it at once with a vigor and zest that shamed the more cultivated section of the Commonwealth. Superintendent Ruffner holds up Grayson County, perched upon the plateau of the Blue Ridge, to the admiration of the State. "In the first year," he says, "it had started forty-two schools, being excelled by only seven of the more populous and more favorably situated counties of the State; and even these seven counties were excelled in enrollment. Grayson, rough and mountainous, with her snows and hard winters, enrolled 66 per cent of her school population (6 to 21) the first year, thus leading every county in the State in this respect." In 1885 every county superintendent in this portion of the State was able to report a most gratifying advance in the popular interest in education, an improvement in school buildings, gain in teachers, and increasing attendance of children. The chief impediment to an immediate and eminent success was the chronic Southern difficulty of the lack of funds to put on the ground a system so expensive as the free schooling of the whole people. Thousands of children here and through the Southland were and still are kept away from the new schools by the distance, difficulty of regular attendance, especially through the winter, unfit clothing, exposure in unsuitable buildings; sometimes by the unworthiness of such teachers as can be had at from $20 to $50 per month for the three or four months of the school year.

It is a sufficient answer to the assertion of the Northern enemies of the Blair bill that, with scarcely an exception, the one hundred city and county superintendents of Virginia in 1885 presented the hope of national aid of education as the great expectation and reliance of the people. The first long delay of this beneficent measure and its final defeat in 1891 have been among the most potent causes of hope deferred, deepening almost to despair, concerning an effective system of popular education, observed by the writer of this essay as a present sentiment among the friends of good schooling in this portion of the State. Another backset has undoubtedly been the involving of the school system in the hotly contested partisan politics of the Commonwealth since 1880. The solemn warnings of Dr. Ruffner against this, one of the most fatal of the group of children's diseases that invariably infest any new system of popular education, were unheeded. This great leader of the people was deposed after a term almost as long as that of Horace Mann, and the ax of political decapitation, placed in the hands of the State board, has henceforth been wielded in the usual American partisan political way. But so firmly had the system been founded in the hearts of the people during the preceding period, and every new State superintendent and probably a majority of the local superintendents had been so inspired or swept along by a decisive and progressive public opinion, that the common school of the Virginia of to-day in some ways is the advance guard of universal education in the South, and, with all its infirmities, was never in so good a condition to take the field for the final overcoming of illiteracy as in the present year. The vigorous way in which the city of Lynchburg, on the border of this section of the State, took up the new system from the first, and made itself one of the foremost of Southern cities in the excellency of its schools; and the zeal with which its efficient superintendents have wrought in the home work and its present chief official in the new institute work of this portion of the Commonwealth, have been powerful influences in the success of the movement.

There is no educational problem of more commanding interest in the sixteen Southern States to-day than the thorough organization of the educational interest in these twenty-five counties, grouped in this essay as southwestern Virginia. With a present population of 400,000, 90 per cent of the native white stock from which have been going forth for a hundred years the most valuable pioneers of the Southwest, overburdened neither with the lower colored nor recently imported

European contingent, there would seem to be no good reason why this favored realm of all the Southland should not become, in time, the most vital end of the old Commonwealth, and in connection with East Tennessee and the adjacent highland region, the most prosperous and influential portion of the old central Southern dominion. A tour, in 1892, of several months through the valley region of this country, with unusual opportunities of obtaining information concerning the present status of educational affairs, both in the towns and through the open country, has only confirmed the growing impression of the twelve years of our ministry of education in the South, that here, just now, is the providential soil to put in seed of the best quality and the most generous quantity for an abundant harvest in the near future.

The problem in this region, broadly stated, is, How can the present generation of children and youth in this portion of Virginia, at least 50,000 between the ages of 6 and 14 and near 100,000 of legal school age, be given the opportunities of good schooling and self-improvement which will bring them out abreast of the demands which their own home country will make upon every competent young man and woman within the next ten or fifteen years? At present I see that the inevitable drift of the more ambitious young men from the rural districts toward the new towns and the more progressive regions of their States has well begun. The county superintendents of schools report that a considerable class who have been available as teachers in the common schools have been carried away by the boom that recently swept like a swollen river down the great central valley, but whose backwater is now the cause of a temporary stagnation in enterprise and often of serious depression among large bodies of people. It is from a region like this and the adjacent portions of States like Tennessee, Virginia, and North Carolina that this drift is most apparent. The superior strata of country boys, discouraged by the scanty returns of the ordinary method of farming that still "lingers shivering on the brink and fears to launch away," are everywhere setting their faces toward some rising sun, real or apparent. The ambitious and bright girls are wearying of the home life, which was all the mothers and grandmothers knew, and, spite of the eloquent pleadings of the rural clergy and the glowing pictures of rural felicity drawn by the magazine poets, are making the best of time toward the 350 ways of earning a respectable living for a woman found at the great centers of the new national life. It is simply wasted breath to scold or entreat them to stay. Some of them may not find what they seek; but all of them will measurably satisfy the great longing of American youth for a broader and more stirring environment; greater opportunities for doing their best; social, religious, and educational privileges for their own children as they come on, better than they or their ancestors have yet known. At present there is a moderate call for their services in the score of new industrial centers growing in local importance up and down the valleys. But unfortunately only a limited number of these young people have the training essential for the positions of expert clerks, engineers, foremen, or skilled workmen of any sort. These places, often very desirable, are now filled very largely by young men and women prepared for such work elsewhere; oftener than otherwise from the neighboring Northern States. The same disability to take advantage of the situation is found among a large class of the rural population. The director of a great mining plant in this country stated that, for several years after the beginning of his enterprise, he was compelled to keep on his rolls twice the number of men required for actual service in order to obtain the needed work. Thus, while other portions of the country are receiving many of the superior youth who often would be better off at home, the educational facilities of these twenty-five counties are neither sufficient in quantity nor of the peculiar quality or adaptation to bring out these 50,000 children and youth in a way required to meet the demands of the swiftly coming years. Yet there is no body of American youth that a wise and progressive educator would regard as better material for the coming race than is found in this later region which has patiently bided its time, now almost three hundred years, awaiting this summons to launch into the coming life of the Commonwealth.

One of the drawbacks of Southern education here, as everywhere, is the power of a noisy class of second-rate political and social leaders to excite and prejudice even the better sort of people to resent every true statement of the educational situation as another attack on the South and a fresh outcome of sectional misrepresentation and hostility. Happily, this spirit is not apparent in the superior educators in this or, indeed, in any portion of the South. Nowhere have we found this class, including a large proportion of the clergy of all denominations, more thoroughly sensible of the gravity of this demand and more strenuous in their efforts to supply the crying need. But the South, everywhere to-day, is confronted with a peril not yet sufficiently appreciated even when most apparent. In its natural desire to protect itself from the great danger of the early days of reconstruction, the governing of great States and communities by the newly emancipated freedman, the ruling class has not counted sufficiently on the more formidable peril of these States and cities falling into the eclipse of an indefinite period of rule by the great mass of illiterate and untrained people of their own race, under a leadership often more reckless and not half so enlightened as the far-famed "carpet-bagger" of bygone days. For the present, it seems that all these States, even the oldest and most celebrated, will be in the hands of this rising "third estate," less in touch with the higher American civilization than any similar body of American-born people in the Union. All that has yet been done for the uplift of the new South, especially for the educational advancement of its people, is really to a great extent the work of the old superior class, under the wise and courageous leadership of the best men and women in every community. It will require all the wisdom, worth, and culture of this portion of Southern society for more than one decade to meet this rising tide from beneath that, under various names, is every day gaining in volume and power. This influence is already dominating in educational affairs. It is already seen that large numbers of this class are not only opposed to any support, even of the secondary, much less of the higher education by the State, but are far more hostile to the uplift of the colored folk than their old masters. Indeed, the work already done for the education of the negro in the State schools has been chiefly under the influence and direction of the people that knew him best and, by all odds to-day, are his most valued friends. The alarming outbreak of lawlessness that is now exciting the whole country and is nowhere more dreaded and feared than by the best people of the communities where it appears, is but another outcome of this upheaval from below.

Nowhere is this danger so threatening as in many of these new towns and industrial centers of the entire highland and valley regions of the old central South. I find numbers of these towns thronged with families drifted in from the remote country, drawn thither from the lower strata of the new foreign immigration, often the vilest refuse of the vagrant negro population. These people come with a houseful of children, needing all that the home, the church, and the school can do for their training into respectable citizenship. The home is too often the weakest of all these forces, either through sheer poverty or the mental and moral incapacity of the parents. The church and clergy are waking up and vigorously working the ordinary church methods of the periodical revival, the Sunday school, Young Men's Christian Association and temperance movements, with other schemes of useful reformation. But the clergy are terribly overworked through all this portion of the country. Many of them are compelled to minister in several places, often miles apart, reached during the winter in the laborious southern way through a battle with mud, bad roads and changeful weather, especially kept going as constantly as the country doctor by the demands of a parish work that includes miles of a wide country side. The most effective method of dealing with this youthful crowd is by a good school established in every locality, rural and village, taught by a worthy, intelligent man or woman, who will be more than the ordinary pedagogue, the "guide, philosopher, and friend" of the little people; at once training the head, the heart, and the hand, and holding up before these young Americans the knowledge of the great opportunity that in a near future lies just outside the schoolhouse door.

But here is, just now, the most critical feature of the situation. We found scarcely a village in this entire district where the educational arrangements were in any reasonable way adequate to the emergency. In several important places the public school hardly existed, or was in a condition so nearly useless that it was painfully unfit for even the elementary schooling of the small number who were found in it. We doubt if in any place visited two-thirds of the children between 6 and 12 were in regular attendance in any school of any value. The boys on whom these communities must rely for their male citizenship are drifting out of school at the age of 12, seldom better occupied outside than inside even the poor arrangement for education on the ground. While several of these villages were getting new and improved school buildings, I found but one where the people seemed to recognize the necessity for a well-organized graded school system under competent superintendency, in the hands of fit teachers sufficient for the growing population during a session long enough to be of real service.

In the open country I could not hear of any especial progress adequate to the great need of the people. Schoolhouses too often unfit for occupation; teachers working at from $20 to $30 per month for what is called a term of five months in the year; county superintendents paid so little that it is almost impossible to entice an expert into the work, and, added to these disabilities, the interference of local and State politics, often sectarian, religious, and social jealousies. We found the people whose influence and coöperation is necessary to hold up an effective system of popular education generally incredulous, almost despairing of the possibilities of sustaining a school system adequate to the advancing needs of the population. In the present condition of affairs the superior families in the country districts are anxiously looking about for some way to educate their children, leaving the farms for the villages, sending off their boys and girls at a tender age to distant schools, too often not able to avail themselves of the opportunities of the academical institutions which are scattered up and down the region. In almost every village the establishment of new colleges or private schools for instruction of the better-off pupils leaves this influential portion of the community antagonistic or indifferent to the fate of the common school, where two-thirds of the children must be educated, if at all. In short, all the difficulties against which Dr. Ruffner and the early superintendents of education so bravely struggled are here, still on the ground, somewhat overcome by the experience of the past twenty years, but still a mighty obstacle. And the important fact is that while the industrial life of this great realm has shot ahead so marvelously during the past ten years, and the promise of a new future is brightening the sky, the educational public outside a few institutions and localities does not seem to have really sensed the situation, but is going on at the gradual pace that would have been helpful in the days that are past, but which is altogether behind the imperious demands of the present time.

Of course, the suggestions of a stranger are never quite welcome, even if he is able to see the point of difficulty. But, in this essay, I do not offer theories, or make comparisons, or endeavor to place the responsibility for past or present conditions. I simply put on paper what is the talk of every superior school man or woman, every wise clergyman, every thoughtful public man, every man of affairs who sees what is coming to this favored region; especially of every good woman who, from the home and social mount of observation, is prospecting the status of her neighborhood in the swift-coming years. If there is anything of value in the suggestions of this essay, the writer only claims the merit and assumes the responsibility of putting on paper in reasonable shape what is the common report of the superior educational public which is still expected to put on the ground these great agencies of civilization. And the encouragement of the work is that, in every community, there are decided indications that the present condition is a state of transition, and this important portion of the country is not now and will be less and less content with the present opportunities as the years go on.

In contrast with a new State like Texas, an old commonwealth like Virginia, with an influential cultured class, chiefly trained by the educational methods of a generation ago, encounters serious difficulties in putting on the ground an effective system of schools for the masses. The people who need it most are often least awake to its necessities. The educated portion of the community, always the minority, finding the progress so slow and deeply anxious for the schooling of their own children, can not await the tardy development of the common schools, but look to established institutions or extemporized private arrangements to do the imperative work.

Until 1870, southwest Virginia, with what is now West Virginia, seemed reasonably content with the old-time Southern system—essentially the British system of half a century ago—a scheme of colleges and academies for such as could afford their expense and aspire to their training, and the field school or poor school of the past, with a widespread illiteracy that was never reported in statistical tables and only known to the class of progressive educators on the ground. The result is that there are now, in southwestern Virginia, a supply of colleges and academies with college names more than sufficient for all the reasonable demands of the genuine secondary and higher educational training of the country for the next twenty years. The old drift of students to the Virginia schools from the far Southwest is becoming sensibly less every year, because these States no longer are obliged to go northward, but find their new school systems every year more satisfactory. There is no educational reason why Louisiana should send her superior boys and girls beyond Tulane University and its annex, the Sophie Newcomb

College, it being in all matters of organization, present efficiency, and a rational expectation for the future, the equal of any institution for the best discipline and instruction of a Southwestern student. Texas is becoming a land of good graded village, improving academical, excellent normal, and promising State university schooling. The nearer States are alive with the development of this class of institutions. It would therefore seem useless to build up collegiate or academical seats of learning beyond the present immediate necessities of the home population, especially in this portion of Virginia, where the demand is for the popular schooling of the masses and a broader education of the secondary and higher departments.

There are now in this portion of Virginia three collegiate foundations for boys, which, properly supported, generously endowed, and handled in the spirit of the advancing college and university life of the time, will be ample for the home schooling of these twenty-five counties for years to come—the State Agricultural and Mechanical College at Blacksburg; Roanoke College, at Salem, and Emory and Henry College, at Emory. Each of these is now in excellent condition, as far as a competent faculty, adequate curriculum, and arrangements for the thorough schooling of its students are concerned, to do a great work, adapted especially to the needs of the district. With extensive knowledge of similar institutions in every Southern State, I am sure that under its present management, no one of them is ready to do better than the State Agricultural and Mechanical College at Blacksburg. If the farmers of the most attractive agricultural country awaiting a broader development in the Union will heartily stand by this institution and the railroad and manufacturing interests will coöperate with the State in giving to it the helping hand and aid in the organization of a thorough system of industrial training through the entire country, there will be no educational opportunity more to be envied than is open to this in a future near at hand. Roanoke College, at Salem, through the activity of its enthusiastic and far-sighted young president, is already known in some of the great centers of educational activity in the North. Boston could do nothing better than supply it with the endowment to educate hundreds of the sort of vigorous and ambitious young men that are now under instruction. Emory and Henry, in situation and sufficiency of buildings, is ready to welcome 500 students and renew its youth. Its crying need, like the majority of Southern colleges, is money to enable it to work its machinery and hold on to the class of capable young professors that can be had for the proper support in all these States.

All these institutions have adopted the elective curriculum and are in essential respects in vital sympathy with the best tendency of the university and college life of the day. It would be a gracious thing, and no less just than generous, if the men of wealth who have gone out from southwestern Virginia during the past twenty-five years and now are found among the crowd of millionaires in several of the northern and western cities, would "remember the rock out of which they were hewn" and repeat the work so splendidly done by a similar class of prosperous men in the New England and Northern States, whereby almost every worthy college from Boston to San Francisco has been generously endowed and magnificent new foundations laid since the close of the civil war. Here, as in northern Alabama and other portions of the South, we are glad to take note of the far-sighted generosity of some of the railroad, land, and manufacturing companies recently established, in giving sites for schoolhouses and churches; contributing, sometimes generously, and in some cases actually building schoolhouses and supporting free schools for operatives and workmen. A great deal more of this sort of work could be done in southwestern Virginia by these great wealthy corporations which to-day almost hold this splendid country in the hollow of their hands; done, not only to their own pecuniary advantage, but, what is of far more importance, to the uplifting of the masses of the people, on which all the highest success of their own investment will depend. There is an admirable foundation already laid through the great service of President Cocke, of Hollins Institute, in a near suburb of the new city of Roanoke, for a woman's college of the type of Vassar, Smith, Wellesley, Bryn Mawr, in a beautiful and healthful region, with ample buildings for a great beginning, at the headquarters of the new development of southwestern Virginia. An investment of a million would place here a great school of the higher type and perpetuate the well-earned reputation of this well known institute, for the past forty years one of the most notable of Southern schools.

Of the secondary schools for girls the same can be said as concerning the colleges for boys. There are more than enough in number to supply the actual need of this region for a generation to come. Under the various titles, College, Institute, Seminary, they all, with the usual variations of good, indifferent, and poor, are of the same sort; all schools for the secondary education, compelled by circumstances to assume, on the one hand, something of the higher and, oftener, of the elementary training of their pupils.

The radical infirmity of the Southern educational situation is the weakness of its elementary department. In the vast open country and in the majority of little hamlets that hardly rank as villages, both the public and private schools for children under the age of 15 are oftener than otherwise of the sort that nobody is satisfied with save their teachers and their "kinfolk and acquaintance." The result is that when the girl whose parents are able to meet the cost, and, more and more, even the daughter of the humbler family, assisted by some friend or church or the kindness of her teachers, reaches the verge of American young ladyhood, she is filled with the desire for a better education and goes with the increasing throng that crowds the private secondary school to repletion, sometimes even to the peril of health. The school, even of average worth, generally has one or more superior teachers and often is able to give a thorough training in its curriculum, including music and boarding-school art. But here comes in the drawback. The majority of these pupils are neither by habits of study, mode of life, or elementary knowledge, in any fit condition to enter upon a genuine course of the secondary education. Time is flying; young womanhood, with all the bewitchment of the genial social life of the southland and the bewildering mirage of early marriage, is waiting outside the schoolhouse door. To go back to the proper work of childhood and learn honestly and well the few things indispensable to scholarship, culture, and true refinement seems a moral impossibility. To launch forth on the untried ocean of the higher branches, music and art, has at least the attraction of novelty. The latter is the ordinary conclusion. Spite of the misgivings of their teachers, the situation is what it is and the crowded curriculum, including Latin, is adventured upon and buffetted with like a strong or faint swimmer fighting an Atlantic surf. A portion of the managers of these schools are seriously trying to shorten the course, leave out superfluities, and give these pupils a moderate task, with the hope of better results. But here come in the ignorance and ambition of parents, who insist on having the worth of their money in all the luxuries of the great modern feast of knowledge. The intense rivalry between the denominational seminaries, in which the spirit of an ardent sectarian propagandism blends with the natural desire for success, and the absolute necessity of numbers to the existence of the institution, make it very difficult to introduce any reform in the direction of thoroughness and limitation of studies. The few superior girls whose health is adequate to the tremendous toil imposed by such an undertaking, often amid an environment so unfavorable, come out with honor and frequently complete their studies at schools of higher grade in better condition to do valuable work. The larger crowd of social, faint-hearted, or frivolous girls get on in their own way and graduate into the class of women who perpetuate the defects of this type of seminary by enthusiastically pushing their own daughters into the same condition of affairs.

It can not be truly said that the teachers of the institutions are chiefly responsible for this state of affairs. Indeed the quality of their teachers is steadily improving and no school of any mark is wanting in one or several who come from the highest seminaries with well deserved commendation. But the one thing that no teacher can do is to reconstruct, in one or two years, the disheveled mind of a girl, until 15 "fussed with" in the regulation private village or in the ordinary common country school. The problem is, on the one hand, to build from the foundation the scholarly mind, or at least to form some honest and effective habits of study and, on the other, to feed to this pupil as much of the rich food of the abundant bill of fare as can be digested. Nobody so well knows the difficulties of the situation as the superior instructors of this class of female colleges, and our sketch of their trials will be recognized with painful assent.

A way out of this everglade of female education of the secondary sort, from which no part of our country is exempt, is already being found on more than one side. One excellent reform is inaugurated by the courageous body of teachers who resolutely set their faces against the old British fetich of everlasting Latin. No competent educator questions the great value of classical education, when it is both classical and educational. But the carricature of classicism that the ordinary grind of boarding-school Latin for boys and girls becomes deserves all the disparagement visited upon it even by the anti-classic advocates of exclusively scientific and industrial instruction. That a girl of 15, for whom there are only two or three years of remaining school life, with no reliable habits of study, unable to spell or cipher or write a page of respectable English, at sea in the history of her own country, with no information of natural science and no acquaintance with the writers of her own land, to say nothing of English literature, enthused with the desire to take the extras of music and painting, should be shut down to the study of an ancient language which, if superficial, is of no worth, and, if thorough, must absorb the major part of her mental energies, may still be accepted as truth by a class of teachers, but is less apparent every year to the solid American common sense. Could a few more courageous managers of these schools make the new departure of admitting to the exclusive course only such as by training, mental habit, and taste are competent and insist that the average pupil shall be honestly dealt with on the lines of a solid English training, with guarded election of modern languages or the accomplishments, the objective point being to send her forth with an ardent desire for improvement and a habit of good reading of the best literature of her native tongue, the work would be well begun. We found several of these schools where the condition of graduation is a high grade of excellence in spelling, elementary arithmetic, and the use of the mother tongue. These schools will grow with the sensible ideas of woman's education in the country. There is no implied disparagement of the higher education of women in these strictures. But all high things in the material or spiritual world are based on broad and deep foundations among the common things of life, and the success of the higher education in college or academy depends, for boys and girls, on this laying of the corner stone and broadening and strengthening the base. Here is the tragedy of college life for boys; compelling all these institutions either to support an expensive preparatory department or to work in the upper story with material so unfit that the best professors are discouraged and can only be held by the missionary spirit from accepting the constant invitation to "go up higher."

Another method of dealing with this embarrassment is the establishment of a genuine department of pedagogy in every school of the sort, with an elementary department, managed at once as a school of the best type for children and a model for the observation of young teachers, by the principal of the entire department. There are in the South a great number of admirable women, whose presence in this capacity would put a new soul into many a dull and dreary college for girls. This arrangement would offer to a family desirous of giving a full course of instruction to their girls the opportunity of beginning the work in season. It would supply the higher departments of the institution with a central corps of trained pupils in every grade, well taught, all the way up. It would be an inspiration to a large class of grown girls, sadly needing the training of children, to go back to this enticing occupation, which makes the observation of the natural methods of instruction, even the participation in this beautiful work, the greatest pleasure for the most cultivated minds. It would give an impulse to the whole range of nature studies and change the often senseless work of the art and music department, by laying the foundations of both in the thorough instruction of children, according to the methods so effectual in the best graded schools; only in this way can the public school system of the open country be supplied with teachers competent to lift them out of the present slough of inefficiency, because these graduates would be able to work for such compensation as the people can afford, and thoroughly interested in the uplift of childhood and youth in their own communities. In this and similar directions can these schools be steadily improved, until they become genuine seminaries of the secondary education, which is all the vast majority even of the better sort of young women anywhere are able to obtain.

It will be a blessed day for education in Virginia when the old-time contempt for the common school is dispelled, both by the improvement of the common school itself and a broader and more philosophic idea of education and its relation to American society. At present, the perpetual sprouting of new private and denominational schools, with high sounding names, for the gathering together of the daughters and sons of the more favored families, is one of the serious hindrances to the fit schooling of the people, and works for the perpetuation of the reign of superficiality. Few of these schools can secure the teaching force necessary to the successful schooling of their pupils, while they absorb the money and interest of the class that is most needed to build up an effective system for the community. It would be a great step forward if the trustees of half these little seminaries, now starving under denominational auspices, could place their properties in the hands of the common school board, at least for the elementary departments; if necessary, retaining the secondary as a high school, with tuition. In this way "the first step that costs," the housing a graded school in suitable buildings, could be taken. Many of these village academies have large buildings and ample grounds which, with proper repairs and ornamentation, would be sufficient for the public use for a generation, leaving the people to apply the school funds to the proper work of instruction. This has been done largely in New England, and is so common in the South that we often feel impatient at seeing the educational business of the smaller towns in a deadlock, from the obstinacy of boards of trustees, or sometimes of only individual owners of these properties, which were often contributed by the people for general education in the earlier days. With this clearing of the ground many a town could afford the establishment of a good high school department, on the shoulders of the graded school of the better sort, enabling the people to keep their children at home until the final necessity for their going abroad.

Then the great schools now being founded through this region, including those of established reputation, could have some reasonable hope of fit endowment and, with increasing numbers, could rise to a fair comparison with similar institutions in other parts of the country. There are half a dozen of these schools of the superior sort, so good and under an administration so wise and progressive, that we long to see them recognized and put in a condition where the hand-to-mouth support on which they now live will be overcome and their managers be able to inaugurate the reforms nearest their hearts.

The idea of a free high school in each county, supplementing the country district school, is destined to materialize in some localities in the not distant future. Until the Southern people, far more than at present, live in cities or large villages, this would be an admirable and practicable provision for the schooling of many who can not afford even the moderate expense of the academies now on the ground. Such a school might combine instruction in the higher branches with normal and industrial training for both sexes and, if coeducational, would go far to convert the Southern people to this feature of modern educational progress. At present, the average private school for boys, in this section, suffers a prodigious drawback in the frequent lack of discipline, good order, neatness, and all the higher conditions of school life, not only from its obstinate isolation of sex, but often from the peculiarities of an old-time habit of general shiftlessness that makes school life itself a demoralizing occupation. The schools of the academical sort for boys in southwestern Virginia are few in number and, generally, of inferior quality to the seminaries for girls. This is probably due to the fact that the number of girls in secondary schools is already much larger than of the boys, and the disparity is yearly increasing. The Southern boy generally concludes to go to college or to leave school before the age of 14. In the former case he goes to a college with a preparatory school department, leaving the ordinary intermediate schools. Outside these, we find a few seminaries for boys of high grade, for special preparation for the universities; although sometimes these are of the old-time type, out of elbow touch with the best in the education of the communities in which they abide. The coeducational graded public school is now the most vital element in the educational life of the South, when it is properly organized, placed above the reach of political, sectarian, or social interference, and put into the hands of a competent superintendent "with power to act."

But the root of the matter must be found in a great revival of the common school interest in city, village, and open country. Here is the original clearing of the forest of illiteracy in the draining of the slough of ignorance, superstition, shiftlessness, vulgarity, and vice, without which the secondary and higher education in a country like ours can only result in an occasional success; even a majority of its own students fatally handicapped by a neglect of the foundations in early childhood and youth. It is not necessary to emphasize the unsatisfactory condition, in this region, even of the village schools for the people, much less to insist on the failure of the average country school to give the necessary training for the American citizenship of the present day. Our people, everywhere, must shake off the pleasing delusion that things are now as they were half a century ago, when there were no great cities, even in the most populous States, and the rude boys came up to town in various conditions of ignorance of letters, with no special training, from the remote rural districts, and by a sharp fight for success, in half a lifetime secured wealth and consideration in communities made up of people of the same sort as themselves. But to-day a young man, with a corresponding lack of preparation, finds himself in Roanoke, Bristol, Radford, face to face with half a dozen bright fellows, trained in the best schools for any and every service for commerce, manufactures, or mechanics; and straightway "moves on" to a crude cultivation out on some borderland, or becomes discouraged and "gives himself away" to the crowd of worthless and reckless youth that ha these places and make life hideous to every well-intentioned man. The only condition of meeting the requirements even of a progressive agriculture is the solid foundation of the education in the elements that could be well given in a good country district school, properly housed, with a competent teacher and moderate library and session of six or eight months in the year. There could the foundations of a fair school training be laid, a taste for reading and a habit of study formed, with a valuable training in "good morals and gentle manners" and, above all, a hunger and thirst after knowledge and an elevated idea of American citizenship be matured which would lead on like a guiding star, high in the heaven of youthful aspiration, to any possible achievement.

We are often enough reminded that the Southern common school, especially for the negro, has been a failure, at best sending forth its graduates unfit for the life they must lead and with no fitness for that to which they blindly aspire; but, pray, what can be expected of such a life as can be seen by a traveler in thousands of these common schools—the schoolhouse cheerless, unwholesome, and repugnant to all ideas of decency; an ignorant, conceited, often vulgar and sometimes vicious teacher, working on a salary below that of the waiters in the hotels of the neighboring villages; a mob of children, studying out loud, demoralized by the disorder and violence that invariably attend such a gathering; a third of the pupils only in occasional, and not half in what is called "daily attendance;" working against the disgust or absolute neglect of the better sort, and worried by the miserable jealousies and local feuds of the lower order of its patrons? Just what we do get? A failure that is imputed to the system itself and gives new occasion to ventilate the old "wise saw" that the lower strata of humanity are better off in ignorance, as they are only pushed by education out of their sphere. Every community that tolerates an educational abortion of this sort is certain to meet retribution, pressed down and overflowing, in the increased barbarism of its humbler and the steady desertion of its better population.

We are not insensible to the difficulties that beset many of these communities in the effort to maintain a competent system of schooling which shall at once educate the lower and at the same time reasonably satisfy the higher elements of its people. The financial obstacle, however, is real or imaginary according to the spirit of the population. There is no district of southwestern Virginia which does not spend on things unnecessary, even harmful and pernicious, twice the money needed to establish a satisfactory system of education. There is no county where the people do not waste, in haunting the courts and feeing the local lawyers, enough time and cash to build a good schoolhouse in every district. People have what their hearts are set upon. The bottom necessity is a revival of the educational spirit through the length and breadth of this beautiful country, until, instead of brooding down among the hollows, the people shall lift their eyes to the uplands of a noble pride in State, country, and humanity, which will be content with nothing less than their full share of the great American heritage for every boy and girl in every sphere of life. This once awakened, the same spirit that drove the young men from their homes a generation ago to fight in a cause they held to be just and true, with a bravery and endurance that won the admiration of the world, will marshal their sons and daughters to-day in a grander war against the illiteracy which is the one American peril to all the true patriot and Christian holds dear. This done, ways and means will be found to build and furnish the schoolhouse; to find the good teacher, even if hunted for with a lighted pine knot; to watch the going on of the school with more jealous care than the political campaign; to make it the fundamental business and the most exhilarating recreation of every neighborhood to encourage the little ones in their wrestling with the daily trials, humiliations, and sorrows of life in the country district school.

But where shall be found the "evangelist" to wake up the people and hold them at the concert pitch of obstinate determination to secure for the children and youth this precious boon of education? Certainly not largely in the present system of county supervision, which by common consent has become one of the chief obstacles to the success of the common schools. There would seem to be no reasonable expectation that the State or the county can at present offer the salary to entice an educational expert to this work, or even to obtain from a competent man anything but the most perfunctory service. Real supervision is the backbone of every educational system. The best college or secondary school depends upon it, in the president or principal chosen especially for this business. What would become of any superior school if the teacher of each class and room was left to carry on his work at his own sweet will, like the only teacher in the average common school? We are not unmindful of the self-sacrificing service of a noble band of these superintendents, whose works praise them in the valleys and on the hillsides of more than one region blessed by their missionary zeal. But millionaires and martyrs do not march in regiments, even in such notable centers of moral and religious life as some of these towns are declared to be by their enthusiastic secular "boomers." The ordinary public man rarely does more than he is paid to do, whatever the people who "pay the shot" expect of him. The work in the ordinary office of superintendency of schools is largely the performance of a clerk, a perfunctory examination of candidates for teachers' certificates, a semi-occasional hasty visit to the schoolhouse of his beat, a bland compliance with the humors of influential people, and an eloquent laudation of the educational state of the county on the stump or in the report to headquarters in the office of his chief. All this when the election or appointment of this class of officials is carried on with the best intentions. But when this choice is burdened with the whims of a personal or political interest, or entangled in any one of the score of methods that are the dry rot of public life, the result is what we see, in the defeat of all the advantages real supervision is believed to offer.

We believe that, in place of this fooling with a good thing, a system of district superintendence by experts chosen in the best way to assure the best results, paid enough to secure the entire success of trained officials, could be sustained with profit. When the bishop of a religious body comes around, the people crowd the church, the clergy hang upon his presence and take heart from his words of hope, caution, and good cheer; the women come out in their best, the children rejoice, and the day becomes a festival remembered for a year. A fit man or woman, recognized as fit, will do more to wake up a community even by a letter, like an epistle of St. Paul, than a common man drifting in and out every day of the year. The people recognize their genuine rulers and do not fail to give honor where honor is due. The State of Massachusetts, which does most for education according to its population of any State, and which from the first has done more for education than any American commonwealth and is not behind the present in its care for the children, supervises its schools by a secretary of the board of education and a corps of half a dozen trained assistants. But the superintendent is not a politician "on the make" for a higher place, and each gentleman of the board is a man of national reputation, always on his beat, dropping into the humblest little country school, encouraging and instructing the teacher, stirring up the country people, gathering the school committees of the towns into associations, conducting institutes, "working like a horse" all the year round. What is to hinder a State of less population than Massachusetts from concentrating her insufficient little salaries of county superintendents into a State fund to keep in the field a corps of trained experts of the best men and women of the Commonwealth, to visit the cities and revive the towns, break up the fallow ground and plant trees of life by the side of every stream and great forests on every mountain side? Nothing but the obstinate prejudice that always keeps on the ground any dead-alive system of "how not to do it," with the little teasing ambition of people to hold a little useless office, that is the curse of our American civilization. A great man will yet be found—he may be even now on his way—who will waken the people of this fair country of the Southwest so they will send up to the capital a body of Representatives that will demand a reconstruction of the present inefficient method of handling the schools of the country—handling and manipulating until the children seem to have only the crumbs that fall under the tables, that the dogs do eat. The enterprising State of Texas has found a way to success in the bringing forward of the ablest women for the most important office of supervision of schools. The great West found out years ago that the male sex is not an indispensable condition of fitness for superior school work in all departments of educational activity. Virginia has "noble women not a few" who are fully competent for this work of supervision, and who, if sent forth on this message of love to the children, would bring forth the response that always comes from a true Southern community to anything brave and efficient done by the humblest girl.

A few years ago, at a convention of the teachers of the State of New York, a resolution was passed, urging that, at least, one address on the subject of popular education should be given in every school district of the State during the coming year. Whether 12,000 orators responded we are not informed, but certainly nothing would better relieve the deadness and torpor of the southern winter on these great hills and in the broad valleys like a widespread organization of common school associations, holding frequent meetings in the churches and schoolhouses of every district, in behalf of the children and youth. The clergy would be foremost in this good work; as the ministers of New England, in the old time, were the guardians and strong friends of the little country schools and lyceums, out of which grew the public library, the lecture system, and the reading and thinking habits of the people. We are told that eloquence is on the decline. Perhaps it is true that the people are coming to demand facts and practical instruction in place of clerical highflying and supernatural vaticination in the pulpit, and are so worn out with the thunder of stump speaking that they prefer the fireside or the shade tree, with a respectable newspaper, to the great speech of the regulation campaign orator. But surely if there be a cause in which the dumb could speak, the silent fathers and mothers grow eloquent, the aspiring young man be lifted to enthusiasm and the maidens break forth into song, it would seem to be the uplift of 50,000 children and youth to welcome the coming dawn of such a destiny as will change the fate of the Old Dominion. For here it is not the rising up of another group of famous men to catch the eye of the nations; but the drill of a generation of American boys and girls for the labors and discipline of a citizenship which makes every man a sovereign and every woman "the power behind the throne." Such a revival would result in the awakening of the people to the fact that only by local taxation and local supervision of schools can there be any permanent success. Thirty years ago, great armies in the southland fought to the death to testify to the rights of the State as opposed to the concentration of power in the central government. What were the use of all this blood and sacrifice of men if, in her most vital interest, she must fall back upon a halting and capricious legislature to originate every movement for the betterment of our schools? Rather should every city or district be empowered, under fit conditions and in suitable localities, to tax itself to the uttermost for the bottom interests of the State. The cry of the average politician is still the old chestnut, that "taxation is tyranny," whereas taxation, wisely and vigorously imposed, is the lifeblood of republican civilization; taking out of one pocket to put into another the money that brings to the children the precious instruction and discipline without which democracy becomes a byword and a government of the people and by the people only means anarchy and down-rushing destruction.

We are glad to see that in several of these new villages, where the bulk of the negro population of this part of Virginia is found, a fair arrangement is made for the children of this race. There is a special call for this, as for another great crowd of children who flock to these towns that are springing up like a gourd in the night. If nothing else is done, this class of the population must be taken in hand and lifted, by the combined effort of school, church, and the awakened interest in social reform, to a sense of their position and duty in a civilized country. Everyone of these new mining towns or cities, with a people gathered from the ends of the earth, is a magazine of untried barbarous forces which, unless controlled especially by the fit education of the rising generation, will make it a citadel planted against the peace and honor of the Commonwealth.

We believe that one more great school for the training of colored youth, like the Hampton Institute, could well be established at Bristol, already becoming a commanding center of educational interest. Here could be trained the teachers and clergy especially fit for the peculiar service among these people, as we see them in these villages and mining camps, and here could be organized the forces that would lift up the race to good American citizenship and Christian brotherhood.

It goes without saying that industrial education is bound to become a vital element in the school system of this portion of Virginia. At present the vast majority of the people of southwestern Virginia are workers in the ordinary methods of farming, inured to hardship, depending on daily toil to support life. To the southwestern farmer it is not a sermon on the dignity of labor or a pitchfork behind his waistband to propel him to his work, that is the crying need of the time. It is rather the better education of his boys and girls, the awakening and direction of vital force and a new ambition that will devise improved ways of tilling the earth, rotating and diversifying crops; opening the mind to that scientific agriculture which makes the land "a laboratory rather than a mine," making this fair realm blossom like the rose; and the exaltation of the family by the training in a style of home-making which demands the best culture and honors the most refined womanhood. This can possibly be best achieved through the organization of farmers' associations, where the men and women of the country may come together at stated times, discuss methods and exhibit results, and make common stock of the superior ways of doing common work. We urge again the cheerful support of the State Agricultural and Mechanical College, under its present organization, as the center of the movement for an improved agriculture. The crowning advantage of southwestern Virginia, as of Pennsylvania and Ohio, is, that under fit cultivation the country can produce all that the largest population drawn to it by the development of mining and manufactures could demand for its support. If the farmers' sons and daughters will take heed to this and prepare themselves for the coming demand, there will be little need of seeking the northland of the cyclone and blizzard, or the southland of the flood and malaria, for the most complete success in the primal profession of the tilling of the soil.

There will be a great call for a trained class of mechanics and skilled operatives, of all sorts required in a mining and manufacturing region, within a few years, in southwestern Virginia. The depression of the collapse of the real estate speculation will pass away and the people, here as elsewhere, will learn, that it is not by selling your old farm to your neighbor, taking pay in his own broad acres, with absurd overestimated value, that builds up the material prosperity of a State. This portion of Virginia, like all others, must depend for its prosperity upon the value and enterprise of the great industrial establishments that are now making their homes in its valleys and penetrating its hillsides. A great school of technology at Roanoke would seem to be a necessity. Working in connection with the State, it might be an outlying annex of the Agricultural and Mechanical College, planted where the object lesson of a new manufacturing and railroad city would always be available to the students. There would seem to be no reason why the great success of the Tulane University at New Orleans should not here be repeated; the organization of a broad educational course of study, supplementing the classical and literary training, which would do much for the refreshing of the regulation higher and secondary education. Many of these academies for girls could with great profit introduce a department of skilled housekeeping, which would send the pupils home with a knowledge of enlightened and refined housework, overcoming the silly pride of laziness and elevating home-making to the place it deserves; the finest of all the fine arts and the most practical end of religion. A general shaking up of the old-time crude literary curriculum, flanked by a course of music and art, even at the risk of flying in the face of tradition, would be a helpful experiment. Now that the University of Virginia has called a graduate of the Miller Manual Labor School to a position in connection with its board of instruction and the Agricultural and Mechanical College has received several excellent young professors from this admirable school, it would seem that this portion of Virginia, beyond all others, could profit by such a revival of industrial education. If a dozen great millionaires could be visited on their beds at night by the ghost of Father Miller, and good Dr. Vawter could enforce the solemn warning by a flank movement, like that of his old commander, Stonewall Jackson, on this vast mountain region, a dozen great schools, like this superb university of all work, might link together this glorious land of mountain and valley by a chain of industrial Edens, waking up its 2,000,000 people to their true destiny as members of a republic whose crown of glory is the exaltation of the poor and lowly to the uplands of an intelligent, moral, industrious and patriotic citizenship.

But all these good things, seen in vision by the hopeful educator, may fail in the realization that gives them a foundation on the solid earth. Yet it is as true to-day in southwest Virginia as in Palestine, "Where there is no vision the people perish." And equally true is it that we are now living in the full light of the prophetic day when "the young men shall see visions." For, after all, even in the most progressive American Commonwealth it is upon the young men and women that we must rely for the agitation which wakes up the people to a great spiritual need and the courage and persistence that insists that "Old things shall pass away and all things shall become new."

And here is the new dominion of Virginia especially the favored land, even among the proudest of its sisterhood of States, in its coming generation of young women. While the boys are thronging the great cities of the Northeast and the new West, pushing towards the front wherever there is good work to be done, the girls are left behind. As in New England half a century ago in every town and village was found a crowd of aspiring young women, studying in the best schools, getting into communication with the great centers of culture and refined society and skilled industry, until the present year sees their daughters in possession of 350 ways of getting a respectable living, scattered all along from "away down East" to Alaska, up to every good American word and work; so do we behold the same inspiring spectacle in the State of Mary and Martha Washington. In our educational visitations up and down the State we are always in sight of a group of splendid girls, not a whit behind any former generation in all that has made the young Virginia woman the toast of a dozen generations, but with a new inspiration and mighty hope overlooking and outreaching longing for a life beyond the uttermost possibilities of the older time. It is no lack of loyalty to the past, no scorning of the sacred memories of the mothers and grandmothers, that is making the name and opportunities of the new American womanhood so precious to many of these gracious daughters of the old Commonwealth. Their reverent love for the life that has forever past is the best assurance that the rising admiration for the new life that beckons from the horizon will be faithful and true; implacable as the roots of their mountains; tender as the blue grass that drapes their slopes and nestles in their shy and shadowed coves. To them, more than to all others, is given the inauguration of the era of resurrection for this southwest Virginia that, even to the stranger first coming within her gates, appears like what the old knights of the Golden Horseshoe named it—God's country—awaiting the providential call to rise up and become the promised land of the new dominion. First let the women of Virginia demand the establishment of a genuine woman's university where the daughters, by the aid of the State, can share in the opportunity enjoyed by her sons for the past seventy years. This achieved, all good things will follow in their turn. Prophecies are delayed and dreams are forgotten, but predictions inspired by what may be seen by him who hath eyes to see and heard by him who hath ears to hear in the southwest Virginia of to-day are only the pledges of Providence to be redeemed in God's own good time.

CHAPTER XXV.

REPORT ON EDUCATION IN ALASKA.

By Rev. SHELDON JACKSON, *General Agent of Education for Alaska.*

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., June 30, 1891.

SIR: In compliance with the requirements of the office I have the honor of submitting the following annual report of the general agent of education, for the year ending June 30, 1891:

NUMBER AND GENERAL CONDITION OF THE SCHOOLS OF ALASKA.

There is in Alaska a school population of from 8,000 to 10,000. Of these 1,847 were enrolled in the 31 schools in operation during the year closing June 30, 1891. Thirteen day schools, with an enrollment of 745 pupils, were supported entirely by the Government at an expense of $20,639.39, and 12 contract schools, with an enrollment of 1,102, were supported jointly by the Government and the missionary societies of the Presbyterian, Methodist, Congregational, Episcopal, Moravian, Lutheran, and Roman Catholic churches. Of the pupils in the contract schools, 810 were day pupils and 292 industrial pupils. These latter were clothed, housed, fed, and taught.

The boys were taught shoemaking, house-building, furniture-making, coopering, baking, gardening, and the care of cattle; the girls were taught cooking, baking, washing, ironing, sewing, dressmaking, and housekeeping.

Towards the support of these contract schools the Government contributed $29,360.61, and the missionary societies $74,434.29.

UNALASKA DISTRICT.

PUBLIC SCHOOLS.

Owing to the inaccessibility of the schools in this district, only having communication with the outside world and a mail once a year, and the consequent difficulty of supervision, no public schools have been established except on the island of Unga. But wherever it was desired to locate a school arrangements were made with the leading missionary societies of the country to share with the Government in the responsibility and expense. These schools are called "contract schools."

CONTRACT SCHOOLS.

In the spring of 1890 I made a call[1] through the newspapers for volunteer teachers to go to the barbarous Eskimo of Arctic Alaska, which resulted in the following persons offering themselves: Messrs. L. M. Stevenson and P. N. Killbreath, Mr. and Mrs. James K. Reeve, and Misses H. L. Harwood and Martha McQuarll, of Ohio; Mr. and Mrs. James F. McKee, Mr. E. M. Calvin, and Miss Ella Blair, all of Pennsylvania; Misses Ella Dudley and Martha L. Taylor, of Missouri; Mr. and Mrs. Warren Norton, of Tennessee; Rev. and Mrs. S. H. King, of Minnesota; Mrs. Rebecca Wilklow, of Illinois; W. T. Lopp, of Indiana; H. R. Thornton, of Virginia; George Drenford, M. D., of District of Columbia; and Thomas H. Hang, of South Dakota. Of the above, Messrs. Stevenson, Lopp, and Thornton were selected.

Point Barrow, Presbyterian; population, Eskimo; L. M. Stevenson, teacher: This is the northernmost school in America and, with the possible exception of Upernavik, Greenland, the most northern in the world. Mr. Stevenson arrived at his station on the 30th of July, 1890, on board a whaler. The next day I reached the place on board the U. S. Revenue Cutter *Bear*, and at once began making arrangements with Mr Stevenson for the establishment of the school. Having been unable to secure transportation for the necessary buildings from San Francisco, I procured, through the courtesy of Capt. M. A. Healy, commander of the *Bear*, the use of the rear room of the Government Refuge Station for the school. On the 6th of October, 1890, Mr. Stevenson opened school with 3 pupils. By the end of the month 15 were in attendance, and the number continued to increase until 38 were enrolled.

The school was begun under adverse circumstances, but a beginning had to be made. Five men from a stranded schooner were quartered in the room used as a schoolroom, and the teacher held them subject to the rules of the school for conduct, and required them to set the example of order, thus using them as a means of assistance in the government of the school. None of the pupils had any knowledge of the English language, speaking only their native lingo, consisting of heterogeneous sounds, produced something after the ventriloquist method of using the vocal chord, the other organs of speech not being permitted to participate in the production of sound. Those who came to school seemed to manifest a great desire to learn, and the acquisition of making "paper talk" was like the entrance to fairy land. They made rapid progress, being able to spell and pronounce all the words on the chart lesson by the end of the second week.

Nearly all the pupils, after the first day or two, manifested a strong desire to learn, and in this they were both patient and persevering, repeating the same word many times in trying to acquire a correct pronunciation. At first they were shy and feared to make a start, but after one or two letters were memorized, so that they could form a short word, they were proud of the acquisition, and upon the snow, the frost, anywhere where they could make an impression, the words were traced.

Mr. Stevenson reports it very interesting to see their black eyes flash and their dusky countenances brighten as they learned a new word or a new combination of figures. They seem to pride themselves on knowing English, but manifest little desire to speak it, as that would be breaking off from their traditions, and their Im-ut-koots (doctors) would let the evil one take full possession of them for thus abandoning the style of former days.

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[1] WASHINGTON, D. C., *March 13, 1890.*

TEACHERS WANTED FOR CONTRACT SCHOOLS AMONG THE ESKIMOS OF ARCTIC ALASKA.

An unexpected opportunity offers for the establishment of a contract mission school among the Eskimos at Point Barrow, and also at Cape Prince of Wales.

Point Barrow is the northernmost point of the mainland of the continent.

It has a permanent population of about 500 Eskimos. Last summer the Government erected at that point a refuge station for shipwrecked whalers. During the summer there are 1,500 to 2,000 sailors of the whaling fleet in the vicinity. This season 20 of these men are wintering there.

Cape Prince of Wales, at Berings Strait, is the westernmost point of the mainland of the continent. It has a permanent population of about 300 Eskimos with no white men.

During the summer season hundreds of the nomad Eskimos of the interior visit these points for the purpose of trade. The coming of these strangers greatly increases the influence and importance of the work at the station.

At each of these stations it is proposed to erect a comfortable one-story frame building, containing a schoolroom in one end and a teachers' residence in the other.

The schools are to be taught in English. As the people have never had schools and know no English, the schools will, for a long time to come, be in the primary grade.

There is no communication with the outside world except once a year, ships arriving and departing in midsummer.

For the first year at Cape Prince of Wales it is advisable that a male teacher go without his family.

At Point Barrow the teacher should be a married man without children, and can take his wife with him.

The teachers should be of good sound health, and from 28 to 40 years of age.

The teachers should be prepared to remain at least two years.

As they will need to leave home next May, prompt action will be required. The work being both educational and missionary, applicants will send not only certificates as to their aptness as teachers but also testimonials from their pastor or others as to their Christian activity.

The rigors of the arctic winter, and the self-denial and patience required in dealing with the natives demands a missionary spirit in the teachers. None other will succeed or be willing to remain there, even if sent.

Address all applications, with accompanying papers, to Rev. Sheldon Jackson, 1025 Ninth street NW., Washington, D. C.

The attendance for the most part was very irregular, owing to the trips that had to be made out to the caches[1] where the deer were stored, and which they brought in, as required, for food, as well as to the catching of seals for both food and fuel.

After the age of 4 is reached, no parent is able to tell the age of his children, and they are not positively certain beyond 3 years, so that the classification by ages in school is mere guess work. Knowledge of the past is summed up in the single word "I-pan-ee," which may be yesterday or ten thousand years ago, or any indefinite period.

Five seems to be the basis and almost the extent of their mathematical comprehension, and beyond the limit of 15 the best of them become confused, and cut off further count by a single word, Am-a-lok-tuk, which may be anything from 1 upwards. It seems to mean plenty. If there is enough for the present meal it is Am-a-lok-tuk.

The hindrances to the work are many. The association of the natives with white men have not been ennobling, but, on the contrary, debasing, the products of which are fornication, adultery, disease, and death. Another hindrance is the lack of livelihood. The natives are under the necessity of hunting and whaling, and these two occupations keep them busy nearly the entire year, and away from the village the greater part of the time, sometimes scattered many miles over the country hunting and fishing, or over the ice catching seals, whales, bears, and walrus. The deer furnishes food and clothing, the walrus boot soles and skins for canoes, the seal food, flour, and clothing, the whale food, flour, and bone for trade.

The coldest weather reported was 49½° below zero. The long, dark (for the night extends from November 19 to January 23) Arctic winter wore away until April 14, when the report of "whales seen in the lead"[2] set every one wild with excitement, nearly breaking up the school. All the pupils large enough left immediately to hunt whales, and a few weeks later the remaining boys and girls left to drive the dog teams that were transporting the whalebone and meat to the village from the edge of the ice, from 12 to 20 miles out to sea.

In the spring of 1891 a schooner was chartered at San Francisco and loaded with lumber and materials for a school building and teacher's residence at Point Barrow; but the great Arctic ice pack not leaving the shore in time, the vessel was unable to reach the place, and the school has been compelled to remain another year in the Refuge Station.

Point Hope, Episcopal; population, Eskimo; John B. Driggs, M. D., teacher: Dr. Driggs reports the population of the village as unusually small, the scarcity of food during the preceding winter having scattered them along the coast in more favored villages for hundreds of miles. In taking a census of the population in April he found only 161, being one-half the usual population. Out of that number, however, he had 68 pupils. Six of these were compelled to drop out in order to provide food for their families. The others attended through the winter with great regularity. Three of the pupils died during the season, one being carried off on the ice and never heard from, probably being frozen to death and eaten by the bears; another was frozen to death, and a third died from hemorrhage.

The school was opened on the 1st of October. The day brought with it a blizzard and snow storm that lasted for nine days. During the morning the teacher occupied the schoolroom alone, but as time wore on and no pupils came he put on his furs and started for the village to hunt up the children. Upon going outside the house he found a boy walking the beach. Taking him into the schoolroom, he commenced school. At the close of the afternoon he presented his pupil with a couple of pan cakes left from his own breakfast. The effect was equal to any reward of merit. That boy proved one of the most regular in attendance during the entire winter season. The next morning 4 presented themselves, and from that the school grew to 68. A mixture of flour, molasses, and water made a sort of cake, a little of which was given to the pupils each evening, proving not only a very cheap and efficient method of securing regular attendance, but also discipline, as they had to be both present and perfect in their deportment and recitations to be entitled to cake. The scholars usually arrived from 6 to 7 in the morning and remained all day. Owing, perhaps, to their long-continued diet of frozen meat and snow eating, they had constantly to be excused to run out doors and get more snow, as the teacher found it impossible to melt water fast enough on his stove to keep them in drink. The sun disappeared on the 10th of December and returned on the 3d of January, giving them a night of twenty-four days. Lamps were required in the schoolroom from November 12 to February 9. The thermometer varied in the coldest weather from 27° to 31° below zero, the average of the winter being probably about 15° below zero. During February and a portion of March a series of blizzards set in that were beyond description. The ice was solid across the ocean to Cape Prince of Wales, 200 miles distant. The effect of the gales was such that at times it seemed as if the schoolhouse must be blown away. Snow flew in perfect sheets. The schoolhouse was located 2 miles from the village, and yet, notwithstanding the storms and distance, the attendance was good. For a few days the teacher hired men to see the little ones safely home through the storm (the 2 miles distance), but soon found that the precaution was unnecessary; that they were accustomed to take care of themselves. Not being used to any seats or chairs at home, the children found it very hard to sit on benches, and greatly preferred to occupy the floor, so that, looking over the schoolroom in writing time, a little girl could be seen on her knees and elbows writing in one place, and in another a boy lying with his face downward on the floor, also writing, and so through the room every imaginable position could be seen. If beginners made a mistake they tried to rectify it by scratching with their finger nails. They readily learned the alphabet and made some progress in reading, singing, and writing, the teacher being very much encouraged with his school.

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[1] A hiding place for storing food.

[2] An open channel in the ice.

Cape Prince of Wales; American Missionary Association (Congregational); population, Eskimo; Messrs. W. T. Lopp and H. R. Thornton, teachers: School was opened on the 18th of August, 1890, with only about one-fourth of the population returned to the village from their summer's hunt.

The school being established among a wild people, that had never known any restraints, that could not comprehend the purposes of the teachers in coming to them, and could not understand their language, through misapprehension there was a good deal of trouble at first. On the 19th of September, Elignak, one of the wealthiest men of the village, and one of his wives, both in a state of beastly intoxication, tried to force their way into the house. On the 23rd of September some of the students became so boisterous and unruly in the schoolroom that they also had to be excluded from the house. And again, in November, drunken parties tried to break in and make a disturbance, so that, for two months, the teachers taught, ate, worked, and slept with loaded arms at hand, not knowing at what moment they might have to defend the property committed to them, and their lives, their minds constantly harassed with questions as to when resistance should begin and how far it would be justifiable, debating in their own minds whether it would be better to allow themselves to be robbed or murdered without resistance, or through resistance make the savages respect their manhood.

The danger to the station was greatly increased by an epidemic of the grip, which carried away 26 people in two months, which was by the superstitions of the people attributed to the presence of the white men among them. However, through tact and good management and the providence of God hostilities were prevented, and by January the strained situation was greatly relieved. Mutual confidence sprang up between the natives and the teachers. Having heard, before going to the place, of the bad reputation of the people (which, however, it was found they did not deserve), and feeling that a people who knew nothing of schools would not endure for any length of time the restraints of a schoolroom, and the cost of building being very great (all lumber and material being sent from San Francisco, between 3,000 and 4,000 miles), the schoolhouse was built, to commence with, on a small scale (a room that would hold about 50 pupils), and it was thought that if 50 pupils could be obtained among such a people, under such circumstances, it would be a very great success. But to the astonishment of the teachers themselves and to the astonishment of the friends of education that are interested in these Arctic schools, it was found that the total enrollment for the first year was 304 pupils out of a population of 539 people. The average daily attendance for the last seven months of the school was 146 and the average daily attendance for the whole session of nine months was 105. As the schoolroom would hold only about 50 at a time, the teachers were compelled to divide the pupils into three classes and hold morning, afternoon, and evening sessions of school. And then, to prevent the children who belonged to the afternoon or evening school from smuggling themselves into the morning session, or the morning children from remaining to the afternoon or evening session, it was found necessary to build two parallel snow walls some distance from the schoolroom door, and when the bell stopped ringing for school the teachers ranged themselves on either side, in order to sift the children that were trying to get into the schoolroom. It was with great difficulty that the pupils were made to understand that it was not proper to talk and laugh and jump over the benches in the schoolroom during school as much as they pleased; nor could they understand why 30 or 40 visitors could not lounge about the room which was needed for those who desired to study; so that upon several occasions it became necessary to exclude certain parties from the schoolroom, but this exclusion of a few days was all that was necessary. It was considered a great punishment not to be able to come to school. During the epidemic a number of slates of the children that they had been allowed to take home at night were returned by order of the medicine men, who ascribed that much of the sickness was due to the slates and the pictures which the children made upon them—they were "bad medicine."

The teachers began their school work by learning the Eskimo names of the most important objects in daily use and training their pupils in the English equivalents. From words they proceeded to phrases and from phrases to sentences, teaching them to translate from Eskimo into English and *vice versa*. They gradually added English letters and numbers, together with some elementary geography and arithmetic. Although they had had a combined experience of thirteen years in the schoolroom in the States, the teachers declare that they never had more quick-witted, intelligent pupils than these wild Eskimo children. At the beginning of the school year only a few could count ten in a blundering fashion, and nine-tenths of the pupils knew practically no English whatever. At the close of the first school year they had a good working vocabulary, knew something of geography and map-drawing understood thoroughly the decimal basis of our numbers, could count up to one thousand, work examples in simple addition, write and read simple English words, and carry on a conversation in English on everyday practical matters. The pupils showed a remarkable desire to learn for learning's sake.

Eskimo boy in a savage state.

David Skuvinka, Eskimo boy, at school.

Anvik Christ Church Mission, Protestant Episcopal; Rev. O. Parker and Rev. John W. Chapman, teachers; enrollment, 6 boarding and 38 day pupils; population Athabaskan. The summer of 1890 was spent by the teachers in clearing the ground necessary for the establishment of their school and residence buildings and in erecting a small building, 15 feet square, to serve for the school. Upon the opening of school they found that they had built too small. It was, however, a great improvement upon the accommodations of the previous year. The school opened in the new building on the 1st of October, and the success was very gratifying, the attendance being nearly double that of the previous year. The teachers report some very encouraging instances of Indians at a distance bringing their children to get the advantages of the school. On the 22d of January a trip was made to several villages on

Chagelook Slough, for the purpose of interesting the people in the school. They only succeeded, however, in reaching the first village, the roads beyond that point being impassable. During the winter season the four walls of a house, 26 by 23 feet in size, were raised. The new house will serve for a dwelling, and the present residence will be turned into a schoolhouse, utilizing the present small schoolhouse for a carpenter shop for the boys.

Kosoriffsky Holy Cross Mission, Roman Catholic; Rev. P. Tosi, teacher, assisted by two sisters of the Order of St. Ann; enrollment, 83; population Eskimo. They report the attendance of 53 boarding and 30 day pupils. This is the largest and best equipped Roman Catholic school in the Territory.

Nulato, Roman Catholic; population Indian. No report.

Bethel, Moravian; Rev. J. H. Kilbuck in charge, with four assistants; enrollment, 31; population Eskimo. Owing to the lack of a sufficient food supply, they were unable to keep the school in operation more than three terms (or 150 days) out of the school year. The schoolroom has been mainly in charge of Rev. E. L. Weber. The pupils made decided progress in the usual branches taught in schools with the exception of speaking English. Owing to the fact that English is not heard in the community outside of the school and mission, it is very difficult to secure its speaking by the pupils. In addition to the ordinary school studies taken, instruction was given in descriptive and physical geography and in physiology and hygiene. Three of the boys were given music lessons. Out of school hours the boys in connection with the home are busy in providing fuel and water, also in hunting for food. Thus they are kept in touch with the methods necessary for them to employ to support themselves when they leave school. Two of the promising boys were sent East and found places in the Indian school at Carlisle, Pa. This being the oldest school among the Eskimo of western Alaska, it has made corresponding progress and secured a great influence among the people.

Moravia Mission at Bethel, Alaska.

[From Christian Herald.]

Rev. J. H. Kilbuck, Bethel, Alaska.

[From Christian Herald.]

Carmel, Moravian, in charge of Rev. F. E. Wolf, with three assistants; enrollment, 18; population, Eskimo; The teacher reports that they have received much opposition from the Greek priest; that there were from 15 to 18 children whose parents expressed a desire to have them attend the school, but were afraid of the priest, who had forbidden them; that some of those who did send children were persecuted for it. A protest was sent by the teachers, indorsed by the officers of the Moravian Missionary Society, asking the interference of the Bureau of Education. At the request of the U. S. Commissioner of Education, the honorable Secretary of the Treasury issued instructions for the captain of the U. S. revenue-cutter *Bear* to visit the place and inquire into the matter; but circumstances beyond control prevented this being done.

Unalaska (Jessie Lee Memorial Home), Methodist Episcopal, John Tuck, in charge, with one assistant; attendance, 16 boarders and 31 day scholars; population, Aleuts and Creoles: A great deal of interest has been manifested in the school by the community, the grown-up daughters of the Russian-Greek priest being among the pupils. There was also less interference with the regular attendance of school on account of the church holidays than is usual in communities under the influence of the Russian-Greek Church. The progress of the pupils is all that could be desired. Indeed, Prof. Tuck, who is a teacher of many years experience in New England, reports that he never saw better progress made in any school. Capt. M. A. Healy, commander of the United States revenue-cutter *Bear*, has taken a great interest in the school because of its successful management, and very kindly gave free passage to 6 orphan girls that were sent from St. Paul Island to Unalaska to attend school. Prof. Tuck still labors under the very great disadvantage of insufficient room for the school.

KADIAK DISTRICT.

PUBLIC SCHOOLS.

Kadiak, William E. Roscoe, teacher; enrollment, 80; population, Russian Creoles: The teacher reports a very successful year. The children who came with any degree of regularity made excellent progress. Some trouble, as usual, was experienced from the opposition of the priest of the Greek Church, and the taking away of the children for almost daily services of the church during certain months of the year.

Afognak, John Duff, teacher; enrollment, 39; population, Russian Creoles and Eskimo: School was opened on the 3d of October, a number of children coming in from neighboring villages to enjoy its advantages. During the year a comfortable school building and teacher's residence were erected. The teacher reports that, while the people are quiet and inoffensive, yet a hundred years of misrule has broken their spirit and left them without hope or courage to better their condition; that intemperance is very rife among them, and that many of the pupils of the school, during the winter, were on the verge of starvation because their parents had wasted nearly all their living on intoxicating liquors. On visiting his pupils at their homes, he often found both parents dead drunk and the hungry children shivering with cold. Until some efficient means can be employed to prevent the introduction of liquors among them, the school work will be carried on under very great disadvantages.

Karluk, Nicholas Faordorf, teacher; enrollment, 33; population, Eskimo: A comfortable teacher's residence and school building have been erected at this place. The chief industry is canning salmon, which gives employment to children as well as adults, so that during the run of the salmon in summer school is suspended. It is an important center for a school, and it is hoped that much can be accomplished in the future. Among the children are a large number of orphans that ought to be placed in an orphans' home, where they can be properly fed and clothed as well as taught. It is hoped that this end will be accomplished when the women of the American Baptist Home Missionary Society establish their proposed home on Wood Island.

SITKA DISTRICT.

Juneau, No. 1, Rhoda A. Lee, teacher; enrollment, 33; population, Americans: The children have made very gratifying progress during the year. They work under the grave disadvantage of being cramped in their schoolroom. Through the growth of the community a much larger school building is needed. It is also important that a small sum be allowed for draining and fixing up the school grounds.

Juneau, No. 2, Mrs. Seth Tozer, teacher; enrollment, 51; population, Thlingets: The native children that reside with their parents have been very irregular in their attendance. The tendency for the parents to take the whole family with them when they go off fishing, hunting, or in search of work greatly interferes with the progress of the children in their school work. Some 25 of the children, however, are occupants of the Presbyterian Home conducted by Rev. Eugene S. Willard and three assistants. These children, attending school every day and having special training out of school hours, made very commendable progress. The difference in the progress between these children from the Home and the children from the native village is so great that it emphasizes the need of more Homes, to secure the very best results from school work. During the year a good bell has been furnished the school.

Douglas, No. 1, Mrs. W. S. Adams, teacher; enrollment, 23; population, Americans: This is the white school for the mining settlement on Douglas Island. Mrs. Adams was indefatigable in her efforts to interest and advance the pupils under her care.

Douglas, No. 2, Charles H. Edwards, teacher; enrollment, 68; population, Thlingets: The enthusiasm and skill of Mr. Edwards as a teacher has made his native school equal to any in the Territory.

Killisnoo, W. A. McDougall, teacher; enrollment, 68; population, Thlingets, with a very few Russian Creoles.

Sitka, No. 1, Cassia Patton, teacher; enrollment, 54; population, whites and Russian Creoles: This school, being attended by the children of the Government officials in Alaska, has scholars in more advanced studies than any other in the Territory. Miss Patton has proved herself a very efficient and successful teacher.

Sitka, No. 2, Mrs. Lena Vanderbilt, teacher; enrollment, 55; population, Thlingets: Owing to the want of coöperation on the part of the governor, who failed to use his influence with the native population to secure the attendance of their children at school, the results have been less satisfactory in this than in any other school. Instead of an enrollment of 55 it ought to be at least 200, and this could have been brought about if the proper influence had been exerted in the community.

Wrangel, Mrs. W. G. Thomas, teacher; enrollment, 93; population, Thlingets: This school has during the year past entered the second stage of its existence, the earlier pupils having largely grown up and gone off for work and left a second and younger set of children to come into the school. Mrs. Thomas, having been the first and only teacher of the school from the date of its organization as a Government school, has had the great satisfaction of seeing the fruit of her work.

Klawack, H. C. Wilson, teacher; enrollment, 50; population, Thlingets: During the year the schoolhouse has been repaired and made very comfortable.

Jackson, Mrs. Clara G. McLeod, teacher; enrollment, 100; population, Hydai: This school, like the one at Wrangel, having had but one teacher during its whole history, has made much progress.

CONTRACT SCHOOLS.

The Sitka Industrial Training School: This, largest of all the industrial schools in Alaska, was established in 1880 by the Board of Home Missions in the Presbyterian Church, United States of America, and has since become a Government contract school, although the entire plant, consisting of more than a dozen buildings, is owned exclusively by the board. The total number of pupils enrolled from the commencement of the school year was 99 boys and 60 girls, making a total of 159. The average attendance for the year was 140. The ages of pupils ranged from four to twenty-one years.

The buildings are admirably situated on an elevation back some 200 feet from high-water mark, with a gently rolling beach in front, and about centrally located between the village and Indian River. An abundant supply of pure water is brought in pipes a distance of three-fourths of a mile. The water is forced to a height of 80 feet into a large tank by means of a pump run by water power, and from this source all the buildings, including hospitals, are supplied.

The model cottages are eight in number, where the married couples from the school begin housekeeping in "Boston style," as the natives express it. Funds for the erection of some of the cottages were loaned (without interest) by the Indian Rights Association, and funds for the erection of others were contributed by individuals in full sympathy with a rational system of dealing with the Indian problem. The young people who occupy the cottages have a life lease of the ground, and are expected to pay for the building they occupy in annual installments. The average cost of a cottage is $350. Of 9 couples married, some of whom were in school only four years, 8 are doing well, and are trustworthy, reliable citizens. Like all true homes, we expect these to be the centers of purity from which will radiate blessed influences that shall be far-reaching and lasting in their results. Here family life is established, and family ties are held sacred; here industry, frugality, perseverance, and thrift are developed; here old customs have no place—no Indian doctors, no witchcraft, no pot laches, no indemnity payments, no plural wives, no drinking, no gambling, no improvident want, no reckless living. In these model homes the young husbands have a chance to develop into manly, self-supporting men, and the young housewives have opportunity to develop into tidy, industrious, womanly women.

In the winter of 1887-'88 the Society of Alaskan Natural History and Ethnology was organized and incorporated. The purpose is to collect and preserve in connection with the Sitka Industrial and Training School specimen illustrations of the natural history and ethnology of Alaska.

Hospitals: There are two wards, capable of accommodating 12 patients each. During the summer the death rate was not high. The wards, however, were never vacant. The approach of a rainy winter brings colds, pneumonia, rheumatism, consumption, and epidemic diseases. Chronic troubles, sore eyes, scrofula, syphilitic taints, and tubercular disease are common among native parents and are visited upon the children. Patients receive the remedies, but owing to neglect of guidance they disregard the laws of health. It is a task to keep convalescents from exposure to drafts and violating sanitary regulations. The preparation of food, administering of medicine, care of the wardrobe, dressing of cuts, wounds, and sores, the watching and anxiety, are all exhausting to the nervous system, but when disease yields to treatment the school physician and nurses feel repaid for all their services.

Language: The children speedily acquire an English-speaking vocabulary when strictly prohibited from using their native dialects. For five years English has been the exclusive language of the school. Experience has removed all doubt as to its expediency. The use of their vernaculars (*Thlinget*, *Tsimpshean*, *Hydia*) seriously retards their progress and does them no essential benefit. No schoolbooks have ever been printed in any of their native dialects. Each distinct people has a dialect of its own, local in character, and in course of time the vernacular dialects of the tribes of southeastern Alaska will become obsolete and English will everywhere prevail. As a matter of preservation the Society of Alaskan Natural History and Ethnology has lately commenced to reduce the Thlinget language to writing, which we hope to accomplish through the instrumentality of Mrs. Paul and Miss Willard, two native teachers of the industrial school.

Culinary department: This department is a place of great interest to the pupils, both boys and girls, small and large. All want to come into the kitchen to work and to learn to cook. The boys wish to know how to cook good meals and bake good bread, pies, and cakes. They often ask if they can come into the kitchen to work, and this stirs up a spirit of emulation among the girls so that they beg to work in the kitchen; consequently, there is no lack of those who desire to work in these departments.

In the bakery the work is too heavy for the girls, and is done entirely by the boys. During the past year they have averaged 140 pounds of flour baked daily turning out from 90 to 100 loaves of delicious bread a day. When the girls serve in the kitchen they bake the pies and cakes, and the boys in their turn do the same, which is during the winter season, that being the hard period of work. Much attention has been given to the quality of food, and in the past few years it has been greatly improved. One great victory won in the battle of work in these departments is cleanliness. In this direction there has been a vast improvement made. It is a pleasure now to be with them and hear them say, "Oh, this must be very clean; I want it to be clean and nice." Viewing these departments, they have made rapid progress in the last year.

The kitchen is supplied with both hot and cold water. The greatest obstacle in the work of these departments is the annoyance of having green wood much of the time.

The sewing room has been enlarged and nicely papered. The light is admitted from the east, so that they get the benefit of the morning sun. This department is well equipped, and the amount of work done each week is surprising. The girls over 7 years of age knit their own stockings. In the sewing department they learn quickly and accomplish much. Sewing machines are in daily use, and the girls soon learn to use them. Almost every graduate has a machine of her own.

All the shoes are made by the boys, apprenticed under the direction of a master workman. Considerable custom work is also done.

Laundry: Mrs. Simpson, in charge of this department, says in her report: "Nearly all of the large boys that formerly had charge of the machinery have gone from the school, and two of the younger boys have charge of all the machinery, and are getting along nicely."

The steam laundry, with its labor-saving machinery, relieves the teachers and pupils of much hard drudging work incident to a school of this character where water and soap must be used in such copious quantities.

Carpentry department: All of the buildings on the mission premises, twenty or more, have been built by boys apprenticed to this trade, under the supervision of a competent foreman. Shopwork consists in the making of furniture, bookcases, clothespresses, screens, chests, curtain poles, picture frames, hand-sleds, bric-a-brac work, and undertaking. The outdoor work consists of joining, framing, contracting, and building. Sail-making and boat-building are among the useful industries of this department. Among our carpenter apprentices a number have shown special aptitude as artists and designers. The spirit of earnest industry is most praiseworthy, and the boys appreciate their opportunities.

Gardening: Mr. John Gamble, gardener and general worker, has three medium-sized plats of arable land. One garden, which has been cultivated for several years, produces lettuce, beets, peas, and onions in abundance. Of the other gardens, which are new, one is planted in potatoes and the other sown in turnips. Cereals, for lack of warmth and sunshine, do not ripen. Currants, rhubarb, raspberries, cauliflower, and celery are easily grown. Fruits, such as apples, plums, and pears, have not been fully tested, but it is believed that they could be grown with success.

Blacksmithing can hardly be classed among the trades by which a man can earn a living in Alaska, yet there is much work in this line, doing repairs about the mission, mending machinery, repairing stoves, making stovepipes, camp hooks, sharpening tools, and doing miscellaneous jobs for the citizens of the quaint little capital. Soldering and a little tin work are also done. The constant wear and tear in most of the work departments require much repairing, nearly all of which is done by the boys.

Painting: Two or three of the boys have received instruction in this useful branch of industry, and are kept busy painting, papering, glazing, and kalsomining.

Recreations and amusements: The home life of the school is particularly pleasant. Their games and plays are such as white children enjoy, consisting of games of marbles, baseball, townball, playing soldier, flying kites, sailing ships, target practice with bow and arrow, authors, checkers, dominoes, rope-jumping, hide-and-seek. Coasting and skating are indulged in by both sexes. Then there is an organ for the girls and another for the boys, and violins, guitars, fifes, bugles, and the irrepressible mouth organs are among the amusements and recreations of each day.

A rational system of discipline is easily and well maintained.

Those in charge aim to make the industrial training school just what its name implies. Manual occupations are in reach of the pupils as fast as they acquire sufficient knowledge of the English language to enable them to prosecute the learning of a trade with success. To accomplish anything permanent and of material benefit in the way of mastering trades, they must first acquire a fair, common school education, before which they are not prepared to serve an intelligent apprenticeship. After certain initiatory advancement has been made, industrial training is then made coequal with school-room work. While the boys are taught trades, the girls are taught all branches of household industry. Indeed, the appointments and work of the school are such as to familiarize them with American ways of living and to ingraft into their lives industrious habits.

Hoonah, Presbyterian, John W. McFarland, teacher; enrollment, 171 day pupils; population, Thlingets: Mr. McFarland was assisted in his work by Mr. Frederick Moore, a native Alaskan, who had been educated in Sitka and had also been three or four years in Mr. Moody's school for young men, at Mount Herman, Mass.

Metlakahtla, William Duncan in charge; enrollment, 172; population, Tsimpsean: The school this year has been placed in charge of Mr. and Mrs. James F. McKee, experienced teachers from Pennsylvania, assisted by some of the more advanced of the native pupils.

PRIVATE AND MISSION SCHOOLS.

Unalaklik, Swedish Evangelical Mission Union, Rev. Axel E. Karlson and Rev. August Anderson in charge; enrollment, 96; population, Eskimo: The station was strengthened during the past year by the arrival of Mr. David Johnson and Miss Hannah Swenson. The school opened on the 1st of October with an attendance of 36; by Christmas the enrollment had reached 96. A number of them came from distant villages, one family coming 300 miles across country from the Arctic region. During the long winter evenings the children were taught various kinds of industrial work, and a number of the boys as well as the girls took lessons in sewing. Invitations have been received by the teachers for the establishment of branch schools in distant villages.

Yakutat, Swedish Evangelical Mission Union, Rev. K. J. Hendrickson and Rev. Albin Johnson, teachers; enrollment, 14 boarding and 60 day pupils; population, Thlingets. During the year Mrs. Anna Karlson, Selma Peterson, and Agnes Wallin have been added to the mission force. Miss Wallin was from Jankaping, Sweden, and had made a journey of 9,000 miles to join Rev. Mr. Johnson, of the mission, to whom she was married upon her arrival at the mission, on the 18th of May. A large, substantial boarding-house, 35 by 14 feet in size, and two and a half stories high, has been erected. During the winter the church attendance at this station numbered 250.

Nuklukahyet, St. James Mission, Church of England; Rev. and Mrs. T. H. Cannan in charge; enrollment, 75; population, Indians: The school has been carried on regularly for two years, with an average attendance of from 25 to 30 in winter and a much larger number during the spring months. The school has been much crippled in its efficiency by the want of suitable school material, their supplies until recently having been received from London by ship to Hudson Bay, and then by dog sled, a six months' journey from Hudson Bay to the headwaters of the Yukon.

Seal Islands, St. Paul and St. George Islands, Simeon Milevedof, teacher at St. Paul, and A. L. Noyes, M. D., teacher at St. George; population, Aleuts: Each of these schools report an attendance of 20. They are conducted by the North American Commercial Company under contract with the Treasury Department. They have met with very great difficulty in instructing the children to speak and use the English language.

Juneau, Presbyterian, Rev. Eugene S. Willard in charge, with three assistants; enrollment, 25; population, Thlingits: The Willard Home during the past year has been caring for boys and girls who, rescued from heathenism, are being trained for lives of Christian usefulness. The only limit to the work is the size of the building, but arrangements are being provided for increased facilities. The work of Mr. and Mrs. Willard, Miss Matthews, and Miss Dunbar is one of unselfish devotion for the elevation of the Alaskans.

Juneau, Roman Catholic: A school is carried on under the auspices of the Sisters of St. Ann. No report.

Douglas City, the Friends, teachers, Mr. and Mrs. Silas R. Moon; enrollment, 51; population, Thlingits: A successful home for orphan children is carried on at this place under the auspices of the Kansas Yearly Society of Friends. No report has been received.

Jackson, Presbyterian: The Home for Girls, in charge of Mrs. A. R. McFarland, has proved a very helpful institution for that community. A new school and home building has been erected during the year, and the work is in a flourishing condition.

RUSSIAN-GREEK CHURCH SCHOOLS.

(Supported by the Imperial Government of Russia.)

St. Paul, Kadiak Island, Russian-Greek Church Parish School; attendance, 40; taught by the priest: A school session is held from 4 to 6 p. m., each day.

Ikogmute, Yukon River; attendance, 15: The school session lasts from 9 to 1 o'clock, and was maintained 150 days during the year.

Unalaska; enrollment, 46; population, Russian creoles; school year, 160 days: These schools have been largely for the teaching of the liturgy to the children of the Greek Church.

Sitka, Alaska; population, Thlingets: This school is one of the largest and best conducted of the Russian-Greek schools in the Territory. No report received.

RULES AND REGULATIONS.

In accordance with the rules and regulations for the conduct of schools and education in Alaska, approved by the Honorable Secretary of the Interior, creating the office of assistant general agent, Mr. William Hamilton, of Bethlehem, Pa., was appointed to the position.

It was also deemed advisable to secure the services of Governor Lyman E. Knapp and Judge John S. Bugbee, counselors of the Bureau of Education, in matters pertaining to education in Alaska, at a salary of $200 each per annum.

STATISTICS.

TABLE 1.—*Enrollment and monthly attendance, 1890–91.*

Schools.	Number of days taught.	Number enrolled during year.	Sept.		Oct.		Nov.		Dec.		Jan.		Feb.		Mar.		Apr.		May.	
			Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.	Total.	Average.
Public.																				
Sitka—																				
No. 1	187	54	45	29	50	40	50	38	46	34	47	29	48	38	45	32	36	25	36	24
No. 2	165	55	....	....	35	16	35	15	40	20	40	20	24	12	40	15	15	12	15	10
Juneau—																				
No. 1	195	33	24	17	22	16	23	15	17	14	16	12	18	14	20	17	18	16	21	17
No. 2	192	51	34	21	36	20	26	21	29	19	36	22	33	21	28	20	21	19	23	18
Douglas—																				
No. 1	192	23	20	17	20	16	19	16	20	15	20	15	20	17	20	18	19	16	21	16
No. 2	192	68	41	22	46	21	37	22	30	17	23	16	26	16	27	18	17	15	19	15
Killisnoo	192	68	46	15	47	17	45	22	40	29	29	19	25	15	37	18	52	21	40	17
Wrangel	192	93	40	26	46	27	51	33	69	36	21	17	26	22	26	22	22	18	21	19
Jackson	193	100	52	14	59	14	59	25	79	20	77	37	37	19	49	22	20	16	21	13
Klawack	150	50	52	14	22	6	15	7	....	....	....	....	23	15	28	13	22	8	26	11
Kadiak	197	80	47	22	55	35	55	38	56	33	53	25	63	32	53	34	56	29	53	28
Karluk	195	33	29	29	29	29	29	29	29	29	32	32	32	32	32	32	33	33	33	33
Afognak	193	37	23	15	28	23	25	21	27	23	28	24	30	25	27	22	24	20	23	18
Contract.																				
Sitka Industrial School	195	164	164	....	164	....	164	....	164	....	142	....	142	....	142	....	143	....	143	....
Hoonah	98	173	....	....	....	....	86	33	115	51	122	38	123	38	90	15	....	....	....	....
Point Barrow	159	38	....	....	15	7	22	8	28	14	32	11	20	12	24	16	30	12	12	5
Anvik	100	44	....	....	18	12	35	21	37	21	38	15	26	15	24	11	21	10	....	....
Point Hope	204	68	....	....	52	15	65	21	50	20	50	20	52	26	51	32	58	33	49	9
Bethel	114	30	25	19	26	23	27	24	25	23	23	19	18	15	....	....	....	....	....	....
Carmel	186	18	7	7	13	9	13	11	11	11	12	11	9	8	9	9	10	9	10	10
Kossriffsky	273	51	49	....	49	....	49	....	49	....	50	....	50	....	50	....	51	....	51	....
Nulato	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Unalaska	195	43	28	25	33	29	35	32	36	33	39	30	39	36	37	31	38	27	34	27
Cape Prince of Wales	179	304	47	19	119	35	222	103	183	79	200	169	237	181	211	163	196	123	211	143
Metlakahtla	176	172	97	49	130	84	151	99	143	89	143	78	82	41	67	44	72	42	65	32

TABLE 2.—*Number in sundry branches of study.*

Schools.	Primary charts.	First and second readers.	Third and fourth readers.	Spelling.	English language lessons.	Geography.	Arithmetic.	Grammar.	Drawing.	Physiology.	Temperance hygiene.	United States history.	Writing.	Use of tools.	Sewing.
Public day.															
Sitka—															
No. 1	17	15	10	30	30	13	30				18	8	50		
No. 2	26	13	1	40			40		40		40		40		12
Juneau—															
No. 1	3	7	14	21	20	14	24				14	1	24		
No. 2	2	12	7	3	14	10	12		23		15	2	23		
Douglas—															
No. 1	21	10	8	13	9	8	16	9	16		7	9	16		
No. 2	27	5	14	17	45		45		34				45	7	8
Killisnoo	37	12	3	3	2	2	2	2	11				16		
Wrangel	11	53	8	69	14	14	69		69		15	8	69		
Jackson	24	26	21	45	24	3	39	4	39	1	1	3	39		
Klawack	18	32	2				45						45		
Kadiak	18	24	14	56	56	16	56		56		16		56	32	
Karluk	32			32	32		32		32				32		32
Afognak	3	16	11	30	30		12		30		30	4	30	20	
Contract.															
Anvik	31	6		24					24				24		
Point Hope	65				18								4		
Metlakahtla	35	98	18	151	50	50	116	50		116	116	18	151	10	
Bethel	12	15		27	27		27						27		7
Carmel	5	6	2		2	3	13		13		2	2	13		4
Hoonah	79	44		44		30	32						32		
Sitka															
Point Barrow	32			32			32								
Unalaska	7	32		39	39	22	32				39		39		
Kosoriffsky and Nulato															
Cape Prince of Wales		237		237	237	237	237						237		

TABLE NO. 3.—*Highest enrollment, 1885–1891.*

	Enrollment.					
	1885–86.	1886–87.	1887–88.	1888–89.	1889–90.	1890–91.
Public schools.						
Afognak	(*a*)	35	24	55	38	37
Douglas City—						
No. 1	(*a*)	(*a*)	67	94	50	23
No. 2	(*a*)	(*a*)	(*a*)	(*a*)	92	68
Fort Wrangel	70	106	106	90	23	93
Haines	84	43	144	128	(*a*)	(*a*)
Jackson	87	123	110	105	87	100
Juneau—						
No. 1	90	236	25	36	31	33
No. 2	(*a*)	(*a*)	67	58	51	51
Kadiak	(*a*)	59	81	68	67	80
Karluk	(*a*)	(*a*)	(*a*)	(*a*)	(*a*)	33
Killisnoo	(*a*)	125	44	90	32	68
Klawack	(*a*)	184	81	75	68	50
Sitka—						
No. 1	43	60	60	67	58	54
No. 2	77	138	60	51	83	55
Unga	(*a*)	35	26	(*a*)	24	(*a*)
Contract schools.						
Sitka		100	186	170	164	164
Bethel		13	17	26	39	30
Carmel			21	20	31	18
Nulato						
Kosoriffsky					29	51
Anvik				30	35	44
Metlakahtla			170	166	179	171
Hoonah						171
Point Barrow						38
Cape Prince of Wales						304
Unalaska	45				30	47
Point Hope						64

a No school.

TABLE 4.—*Amounts contributed by the churches and Government to the contract schools.*

Contract schools.	Pupils, 1890-91.		Expended by Government.				Expended by societies. *b* 1890-91.	
	Boarders.	Day.	1887-88.	1888-89.	1889-90.	1890-91.	Name.	Amount.
Anvik	6	38	$500	$1,000	$1,000	$1,000	Episcopal	$661.81
Point Hope		64	(*a*)	(*a*)	1,000	2,000		
Metlakahtla	7	164	(*a*)	2,500	3,000	3,000	Independent	5,000.00
Bethel	30		500	1,000	1,000	1,000	Moravian	5,475.84
Carmel	18		300	1,000	1,000	1,000		
Hoonah		171	(*a*)	(*a*)	(*a*)	200	Presbyterian	37,118.09
Sitka Industrial School	164		(*a*)	12,500	18,000	15,000		
Point Barrow		38	(*a*)	(*a*)	1,000	2,000		
Unalaska	16	31	(*a*)	(*a*)	1,200	2,000	Methodist	1,953.53
Nulato			(*a*)	(*a*)	1,500	3,000	Catholic	9,499.03
Kosoriffsky	51		(*a*)	(*a*)	1,500			
Cape Vancouver			(*a*)	(*a*)	(*a*)	(*a*)		
Cape Prince of Wales		304	(*a*)	(*a*)	1,000	2,000	Congregational	7,400.39
Unalaklik		47	(*a*)	(*a*)	(*a*)	(*a*)	Swedish-Evangelical.	7,325.00

a No school or no subsidy.
b Amounts expended by missionary associations, in addition to subsidies received from the Government.

PERSONNEL, SALARIES, ETC.

General agent of education for Alaska, Dr. Sheldon Jackson, Alaska, $1,200; assistant agent of education for Alaska, William Hamilton, Pennsylvania, $1,200; superintendent of schools for the southeastern district, James Sheakly, Pennsylvania, $480.

ADVISORY BOARD.

Hon. Lyman E. Knapp, governor of Alaska, Vermont, $200; Hon. John S. Bugbee, United States district judge, California, $200.

LOCAL SCHOOL COMMITTEES (WITHOUT SALARY).

Sitka, Edward de Groff, N. K. Peckinpaugh, John G. Brady; Juneau, Karl Koehler, John G. Heid, Eugene S. Willard; Douglas, P. H. Fox, G. E. Shotter, S. R. Moon; Wrangle, W. G. Thomas, W. Millmore, Allan Mackay; Jackson, James W. Young, W. D. McLeod, G. Loomis Gould; Metlakahtla, David J. Leask, Dr. W. Bluett, William Duncan; Kadiak, N. Kashavaroff; Unga, N. Guttridge, John Caton, Edward Cashel; Unalaska, N. B. Anthony.

Teachers of public schools.

Name.	State.	School.	Salary.
Mrs. W. S. Adams	Alaska	Douglas, No. 1	$720
John Duff	Illinois	Afognak	1,000
C. H. Edwards	Kansas	Douglas, No. 2	900
N. Faodorff	California	Karluk	1,000
Miss Rhoda A. Lee	New York	Juneau, No. 1	900
W. A. McDougall	Alaska	Killisnoo	720
Mrs. C. G. McLeod	West Virginia	Jackson	900
Miss Cassia Patton	Pennsylvania	Sitka, No. 1	900
W. E. Roscoe	California	Kadiak	1,200
Mrs. W. G. Thomas	West Virginia	Wrangel	900
Mrs. Seth Tozer	New York	Juneau, No. 2	720
Jno. A. Tuck	Maine	Unalaska	1,000
H. C. Wilson	Ohio	Klawack	1,000
Mrs. L. Vanderbilt	Oregon	Sitka, No. 2	720

TEACHERS AND EMPLOYÉS IN CONTRACT SCHOOLS.

Anvik (Episcopal).—Rev. John W. Chapman, Vermont; Rev. O. Parker, Oregon.

Point Hope (Episcopal).—John B. Driggs, M. D., Delaware.

Kosoriffsky (Roman Catholic).—Rev. Paschal Tosi, Sister Mary Stephen, Sister Mary Joseph, John Burke, John Nagro, Mrs. Emma Bandouin, Sister Mary Paulina.

Cape Vancouver (Roman Catholic).—Rev. Joseph Treca, Rev. Paul Muset, Mr. John Rosati.

Nulato (Roman Catholic).—Rev. Robaut, Rev. Ragaru.

Bethel (Moravian).—Rev. John H. Kilbuck, Rev. Ernst L. Weber, Mrs. John H. Kilbuck, Mrs. E. L. Weber, Miss Lydia Lebus.

Carmel (Moravian).—Rev. F. E. Wolff, Mrs. F. E. Wolff, Miss Mary Huber, Miss Emma Huber, Rev. J. A. Schoechert.

Cape Prince of Wales (Congregational).—Mr. H. R. Thornton, of Virginia; Mr. W. T. Lopp, of Indiana.

Point Barrow (Presbyterian).—Mr. Leander M. Stevenson, of Ohio.

Sitka (Presbyterian).—W. A. Kelly, principal; Rev. E. A. Austin, chaplain; Miss Anna R. Kelsey, matron of girls' department; Mrs. E. A. Austin, matron of boys' department; Mrs. S. A. Saxman, assistant matron of boys' department; Mrs. M. C. De Vore, teacher of schoolroom No. 2; Mrs. Clarence Thwing, teacher of schoolroom No. 1; Miss Frances Willard (native) primary teacher; Miss Mate Brady, in charge of sewing department; Mrs. Maggie Simson, in charge of laundry department; Miss Kate A. Rankin, in charge of cooking department; Mrs. Josie Overend, in charge of girls' hospital; Mrs. Tillie Paul (native), in charge of boys' hospital; Miss Georgie Guest, in charge of teachers' cooking department; Mr. J. A. Shields, carpentry department; Mr. A. T. Simson, boot and shoe department; Mr. Ernest Struven, cooper department; Mr. John Gamble, general work; Dr. Clarence Thwing, physician; William Wells (native) interpreter.

Unalaska (Methodist).—Mr. John A. Tuck, Mrs. John A. Tuck, and Miss Lydia F. Richardson.

Metlakahtla: Mr. William Duncan, Mr. James F. McKee, Mrs. James F. McKee.

TEACHERS IN PRIVATE AND CHURCH SCHOOLS.

Unalalaklik (Swedish Evangelical): Rev. Axel E. Karlson, Augustus Anderson, David Johnson, Miss Hannah Swenson.

Yakutat (Swedish Evangelical): Rev. Albert Johnson, Rev. K. J. Henrickson, Miss Anna Carlson, Selma Peterson, Agnes Wallin.

Hoonah (Presbyterian): Rev. John W. McFarland, Mrs. M. D. McFarland, Frederic L. Moore (native).

Juneau (Presbyterian): Rev. Eugene S. Willard, Mrs. E. S. Willard, Miss Elizabeth Matthews, Miss Margaret Dunbar, Rev. S. H. King, Mrs. S. H. King.

Juneau (Roman Catholic): Rev. John Althoff, Sister Mary Zeno, Sister Mary Peter, Sister Mary Bousecouer.

Jackson (Presbyterian): Mrs. A. R. McFarland, Miss C. A. Baker, Rev. J. Loomis Gould, Mrs. J. L. Gould.

Douglas (Friends): Mr. S. R. Moon, Mrs. S. R. Moon, Mr. E. W. Weesner, Mrs. E. W. Weesner, Mr. C. H. Edwards.

St. Paul Island (North American Commercial Company): Simeon Milevedoff.

St. George Island (North American Commercial Company): A. L. Noyes, M. D.

Nuklukahyet Yukon River (Church of England): Rev. and Mrs. T. H. Canham.

Buxton, Yukon River (Church of England): Rev. J. W. Ellington.

Rampart House, Yukon River (Church of England): Rev. C. G. Wallis.

SCHOOL BUILDING.

During the year a small cheap schoolhouse was erected at the Kake village on Kupreanof Island.

EDUCATION OF ALASKAN CHILDREN IN THE EAST.

The Alaskans at eastern schools are distributed as follows: Edward Marsden (Tsimpsean), Marietta College, Ohio; William S. Fredericks (American) and George Fredericks (American), Middleburg, Vt.; Frederick Harris[1] (Thlinget), Henry Philips (Thlinget), David Skuvink (Eskimo), and George Nocochluke (Eskimo), Indian School, Carlisle, Pa.; Shawan Sheshdaäk (Thlinget), Educational Home, Philadelphia, Pa.; Mattie Salamatoff (Aleut), Normal, San Jose, Cal.; Olga Hilton

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[1] Frederick Harris died at Carlisle, June 10, 1890.

(Russian), Young Ladies' Seminary, Northfield, Mass.; Florence Wells (Thlinget), Young Ladies' Seminary, Northfield, Mass.; Flora Campbell (Thlinget), Young Ladies Seminary, Northfield, Mass.; Blanche Lewis (Thlinget), Young Ladies' Seminary, Northfield, Mass.

Of Henry Philips, Capt. R. H. Pratt, of the Carlisle School, writes:

"I have had Henry Philips for nearly a year in a machine shop in the town of Carlisle, where he has made most wonderful progress in his knowledge of machinery. He is bound up in it, far more interested in it than he was in the printing rooms. There is very little about an engine that he cannot now attend to. Moreover, he has become a very strong, sensible boy. His brain power has developed wonderfully, and he is, I believe, a sincere Christian, and leads the students in that feature of our school work. Now, I have not talked with him on the subject of your letter. The opportunity for him to go into this work came through his Sunday School teacher, who is the head of one of our firms in the town of Carlisle. It came naturally, and its worth has been fully established. I believe that Henry may go back to Alaska, able to go into any of their great mining machinery departments, or he may find profitable employment in the country at large.

SUPERVISION.

In accordance with your directions, I left Washington on the 19th of May, reaching Port Townsend on the 25th. Immediately going on board the U. S. S. *Bear*, I was assigned quarters in the captain's cabin. From May 24 to 29 I was very busy securing barter goods for the purchase of reindeer and supplies for the schools at Cape Prince of Wales and Point Barrow. At Port Townsend, Mr. J. P. Russell and party, of the U. S. Bureau of Ethnology, were received on board for transportation to the base of Mount St. Elias.

At 4 a. m. on the 30th of May anchor was weighed and we left for the north. On the 4th of June we caught our first glimpse of Mount St. Elias, one hundred and forty miles away. We coasted all day along the Fair-weather range of mountains, covered with snow and large glaciers. We also passed a number of sealing vessels. At 11.45 p. m. dropped anchor on the south side of Fort Mulgrave, and were soon after visited by Mr. Henrickson, one of the Swedish missionaries at that place. On June 5, immediately after breakfast, I went ashore and inspected the school and mission station. The teachers in charge were Rev. K. J. Henrickson and Rev. and Mrs. Albin Johnson. I found the missionaries living in a small one and a half story house (20 by 30 feet) of four rooms on the ground floor. Into this house they had taken eight boys and six girls as lodgers. During the past winter they reported 250 people in attendance at church and 60 children at school. They have erected and inclosed a complete and substantial frame building (35 by 45 feet), two and a half stories high. The schoolroom is so far finished as to be occupied. With very great labor they have cleared two or three acres of land and planted them with potatoes and turnips.

Commencing with July 1, 1891, this will be made one of the contract schools of the Government. From the mission we went through the native village; then, taking a boat, we crossed the bay in a driving rain and visited the old village, returning to the ship for lunch. In the afternoon I again went ashore, when the school children were called together and examined by myself. In the neighborhood of Yakatat are coal measures, and along the beach a black sand bearing gold. On the 6th of June we weighed anchor at 2:40 a. m. and at 9:25 a. m. dropped anchor off Guyot Glacier, Icy Bay. At 9 for a short time Mount St. Elias emerged from the clouds and stood revealed before us from base to top in all its majesty. It was a sight never to be forgotten. The whole distance from Yakatat to Icy Bay we skirted the base of Mount St. Elias and the gigantic glaciers that occupy the coast line. Upon dropping anchor Lieut. Jarvis was sent ashore to see if a landing could be made through the surf in safety. He reported favorably; preparations were at once made to land the exploring party and their supplies. At 10 o'clock Lieut. Jarvis led the way, in charge of the second cutter, with a load of supplies. Fifteen minutes later he was followed by the third cutter, in charge of Lieut. L. L. Robinson, with James Haisler, cockswain, W. J. Wright, H. Smith, T. F. Anderson, and A. Nelson, seamen, and W. C. Moore, of Prof. Russell's party. This boat capsized just before entering the breakers and all the occupants were drowned except seaman Wright. At 10:30 the first cutter of Lieut. Broadbent was sent in, but before reaching the breakers, seeing the fate of the other boat, was recalled to the ship.

The balance of the day was spent in uncertainty as to the fate of the crew in the wrecked boat. First, Lieut. McConnel was sent in shore as close as the breakers would allow, but was unable to secure information. The next morning Lieuts. McConnel and Broadbent were sent to the edge of the breakers to endeavor to open communication with Lieut. Jarvis on shore. They then returned, reporting the loss. Lieut. Jarvis was then signaled to bury the body of seaman Anderson, and, when he could safely do so, embark and return aboard with the body of Lieut. Robinson, the only bodies that were recovered at the date of sailing. At slack water, high tide, Lieut. Jarvis and men returned to the ship, bringing with them the body of Lieut. Robinson. Several boat loads of supplies were then safely landed, until the third cutter, breaking its oarlock, capsized at the landing, and the cutter that was still outside the surf was recalled to the ship. Lieut. McConnel and crew of the overturned cutter stayed on shore all night. At 2.15 a. m., June 8, Lieut. McConnel signaled that it was safe to land the balance of Prof. Russell's party and the supplies, which was done. At 4.25 a. m. anchor was weighed and we sailed for Sitka, 285 knots away, reaching there at 5.12 p. m.

At 11 o'clock on June 10 the body of Lieut. Robinson was buried in the military and naval cemetery. While at Sitka I inspected the two Government schools, and also the industrial training school. While there Mr. William Wells, John Matthew, and William Hoonah, native boys trained in the industrial school, were enlisted on the *Bear* in the place of the drowned crew. On the 14th anchor was weighed at 3 a. m., and the ship started for the Shumagin Islands.

At 4:30 in the morning, June 18, the captain called me to the deck to see the scenery. We were abreast of Cape St. John, Alaska Peninsula. To the south were Castle Rock and Big and Little Koninshi islands. To the southwest was Nagai Island. In front was Andronick Island; and between Andronick and Nagai islands the Seven Haystack Rocks stood as sentinels across the West Nagai Straits. To the northwest were Korovoin and Bouldyr islands, while over and beyond them was the main peninsula, with its snow-covered mountains glistening in the morning sun. In the lower ravines of the mountains lay great banks of fog. Hour after hour I sat watching with unabated interest the ever-changing panorama. On the right a school of whales was playing. Then a sea otter tantalizingly lifted its head out from its watery home to see what strange monster was passing by.

About 8 o'clock we passed into Gorman Straits, between Korovoin and Andronick islands, heading for Pirate Cove on Popoff Island. On Korovoin is a small settlement of two large families. They have four or five houses and a small Greek church. The patriarch of the settlement is a Russian, who claims to be 105 years old. Passing to the north of High Island, we were abreast of Pirate Cove. Steam was shut off, the propeller stopped with a jar, and the ship lay off and on, while a boat was sent ashore in charge of Lieut. Jarvis. A small, high, narrow nook of land extending out into the sea forms a small but beautiful land-locked bay, just such a sheltered and hidden retreat as might be chosen by pirates, from which to make a sudden raid upon some passing vessel. According to tradition, this was once the stronghold of a piratical and warlike people, who subsisted by raiding neighboring settlements, from whom they exacted tribute in skins, furs, and fish. They usually made their piratical raids in their large skin boats. They were bold and brave and became the terror of the Shumagin Islands. For many years the neighboring settlements groaned under their oppressive rule, until it became so heavy and unendurable that a secret combination of warriors was formed at Korovoin to make a desperate effort for liberty. Under cover of a dark and stormy Alaskan night they made an attack on Pirate Cove. Taken unawares, the people fell before the avenging hands of those they had so greatly wronged, and the hate of years was wiped out in the complete massacre of the population, not a man, woman, or child being left alive. The place is now utilized by the McCollam Fishing and Trading Company for a cod-fishing station.

Landing on the wharf, we had to pick our way across, through, and over a large heap of fish that were waiting to be cleaned, while on the beach near by a large flock of noisy sea gulls awaited breakfast from the refuse thrown away in cleaning the fish. In a neighboring storehouse forty thousand codfish were awaiting transportation to market. On the beach was the machinery of the wrecked steamer *Premier*. On a grassy, flowery hillside back of the building were the lone graves of thirteen sailors that were drowned a few years before in the wreck of a schooner. Of the crew of sixteen but three escaped. Gathering large bouquets of beautiful wild flowers, we returned to the ship and were soon under way for Unga.

Turning south, we skirted the east side of Popoff Island, rounded Popoff Head, and made direct for the mouth of Unga Harbor, where we dropped anchor at noon. I went ashore and inspected the schoolhouse and supplies. About 3 o'clock p. m. anchor was again weighed and we went to Sand Point, dropping anchor in Humboldt Harbor, where I again went ashore. At 2:25 a. m. anchor was again weighed and we left Humboldt Harbor for Unalaska. At 4:20 we were rounding the Sea Lion Rocks off the extreme southern end of Unga Island. At 9 o'clock we passed a small settlement of Aleuts on Wosnesensky Island, which lay to the southwest of our course. Passing to the north of Ukolsnoy Island a "woolly"[1] swept down from Pavloff Bay that sent the spray in sheets across our deck. Directly ahead was Pavloff volcano, covered with snow from base to summit. From the crater lazily arose puffs of smoke and steam which flew off before the wind. Rounding Cape Baum, we passed, on Dolgay Island, the village of Nicclopski, of three or four houses, and the omnipresent Greek church. Passing west of Goloy Island and on between the inner and outer Iliask Islands, we were abreast of Belkofsky, a noted sea-otter hunting village. This is said to be one of the windiest settlements in Alaska. Situated on a bluff at the base of a high mountain, the "woollies" sweep over it with such violence that at times a tub set outside of the door is in danger of being blown out to sea. The village has, next to Sitka, the best Greek church building in the Territory. Upon one occasion the captain of the revenue cutter, learning that one of the citizens was making "quass" (native beer) contrary to law, sent a force on shore to seize and destroy the liquor. The owner became so furious at the loss of his liquor that he called upon the men to take everything he had, saying that without his liquor life was not worth living, and when they left him he was smashing his windows, throwing his crockery out of doors, and breaking up his furniture generally.

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[1] A sudden gale of wind that sweeps down high mountains on the seacoast.

To the north of us a few miles was Bailey Harbor, where, during November, 1886, in the steam schooner *Leo*, I safely rode out a winter's gale. Passing between Cape Tonkey and Deer Island, in the distance loomed up Unca, a small rock upon which one fall were placed two natives to spend the winter in search of sea otters. When taken off the following spring, they were nearly dead from starvation, a storm having carried away a large portion of their provisions. At 7 o'clock in the evening, Sheshaldin volcano arose up before us, a snow-covered cone, 8,755 feet high. Passing between Cape Pankoff and the Sannak group of islands and rocks, we were again in the waters of the North Pacific Ocean. On the morning of the 20th, coming early upon deck, I found we had, during the night, passed between Ougomok Island and Scotch Cape, on Ounimak Island, and were in Bering Sea. At 7:30 a. m. we were in the midst of a large school of whales. Fourteen were counted playing at one time around the ship. They were so near that it seemed as if the ship must strike some of them. Myriads of birds darkened the surface of the water. Along the north shore of Akoutan Island the honeycombed rocks of lava formed many beautiful arches and caves, while, a short distance inland, lay open before us the crater of an extinct volcano. Rounding Priests' Rock, we were soon in Captain's Bay and smooth water. Passing Ulakhta Bay, we were opposite Dutch Harbor, where the North American Commercial Company are making extensive improvements. A few miles further, and at 2:55 p. m., we were at the wharf of the Alaska Commercial Company at Unalaska, receiving the cordial greetings of friends.

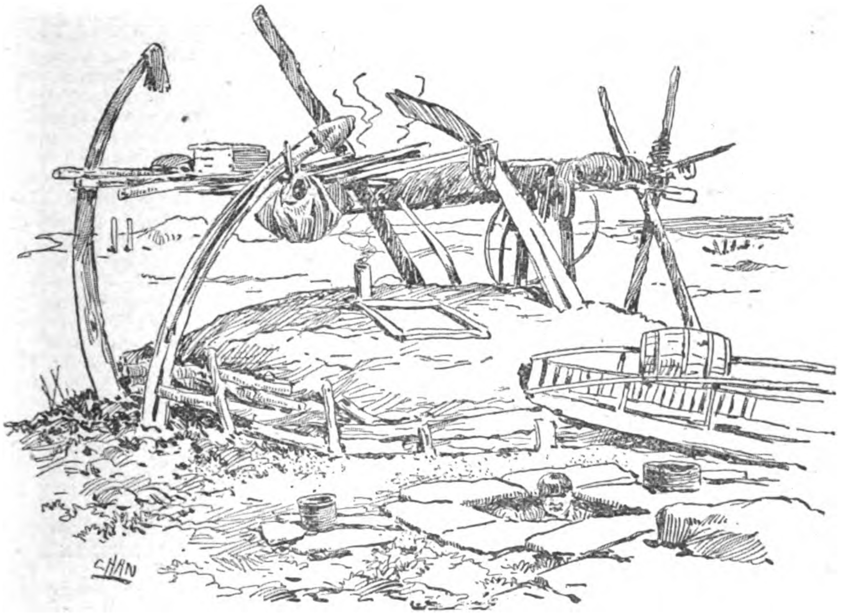
U. S. S. *Rush*, Capt. Coulson commanding, and the Alaska Commercial Company's schooner *Matthew Turner*, Capt. Hay, were in port, and, about an hour afterwards, the steamer *South Coast* arrived with a load of miners and mining material for the mines of Golovine Bay. On Wednesday, June 24, there was a heavy shock of earthquake. The week was spent mainly on shore, looking after school matters. On the 26th a drunken mother took a child out of the boarding department of the school, but upon the following day the United States deputy marshal secured the girl and returned her to the school. On the 29th the U. S. S. *Corwin*, Capt. Hooper commanding, arrived with newspapers as late as June 17, from San Francisco.

At 2 o'clock p. m. on the 30th of June anchor was weighed and we started for our long Arctic cruise, our first stop being off the village on St. George Island, at 9:45 p. m. on July 1. The school kept under the auspices of the North American Commercial Company report an average attendance of twenty pupils. The surf being too bad for landing, at 3:15 a. m. on July 2, we started for St. Paul Island, reaching there at 9 o'clock. The forenoon was spent in visiting the village and looking after school matters. The attendance for the preceding year had ranged from 42 to 50. Between the landing and the village there is a large wooden cross which marks the spot where the first religious service was held on the island, by the Russo-Greek Church. Returning to the ship we got under way at 2:45 p. m. and for the next day steamed through the rain and fog. On the morning of the 4th of July as we were just finishing breakfast we were startled by the cry, "Land all around." Rushing to the deck we found that in the fog and through an easterly set of the current, at the rate of $1\frac{1}{10}$ miles an hour, we had drifted to the westward of our course 45 miles in forty-one hours and were in danger of running on shore at the southeast cape of St. Lawrence Island. A few minutes more of fog would have shipwrecked us. As customary upon such holidays the sailors were given by the officers an extra dinner in honor of the day. At 6:30 a. m. July 5 we passed King Island, five miles distant, and at 11:10 a. m. came to anchor in the midst of the whaling fleet at Port Clarence.

There were at anchor around us 11 whaling steamers and 9 sailing vessels. Soon after dropping anchor Messrs. Thornton and Lopp, the two teachers landed at Cape Prince of Wales, came on board. It was a great relief to see them looking well and to learn that they had had a very prosperous winter. They were disappointed, however, in finding that no ladies had been sent up to reënforce their mission. Soon after landing the captains of the various whalers came on board for their mail and the day passed very rapidly. In the evening Capt. Healy and myself went off to the brig *Abram Barker* to see Mr. J. B. Vincent, third mate, with regard to procuring domestic reindeer. I had hoped to be able to employ Mr. Vincent, but found that he could not be relieved from his present engagement until the ship returned to San Francisco in the fall. On July 6 Mr. Vincent came aboard the cutter and spent the whole forenoon in discussing with me plans for procuring reindeer. In the afternoon I went ashore and visited the large number of natives that were camped on the beach.

On the 7th anchor was weighed and the ship started for Cape Prince of Wales, having on board 170 natives with their eight umniaks in tow behind. During the day the natives on board gave an exhibition of some of their dances. At 5 p. m. we anchored off the cape, and the natives were immediately set to work with their umniaks, taking on shore 18¼ tons of coal and the supply of provisions for the mission, which was completed by 9 o'clock that evening. The supplies, with the exception of the coal, were then carried by the natives from the beach to the mission house, which kept them at work until about 2 o'clock in the morning.

On the forenoon of the 8th my time was spent on shore, inspecting the mission and the village, and at 1 o'clock that afternoon the whole village was invited off to the ship. Messrs. Thornton and Lopp called the school children to the cutter and gave an exhibition of what their schools could do in arithmetic, language, and singing, after which there was a race of 12 umniaks from the beach to the ship and return, the winner to receive as a prize three pails full of ship biscuit, the second best, two, and the third, one. After this the people were assembled on deck, the officers of the ship being in full uniform, and Capt. Healy gave them a talk with regard to temperance, school matters, etc., ending with appointing ten policemen whose duty it should be to assist the teachers in preserving order and looking after school attendance. The chief of the police was Er-a-hē-na and his assistant, Kitmeesuk. The others were Tiongmok, Ootiktok, Teredloona, Kalawhak, Weahona, Wēakīseok, Kartayak, and Maana. The first chief, for his year's wages, was to receive three sacks of flour, the second two, and the others one each. Capt. Healy presented each of them with a uniform cap. Three rounds of blank shells were then fired from the 20-pound howitzer, to impress the natives with the power of the ship. When the shell struck the water miles away and threw a large column of water high in the air, many were the exclamations of astonishment.



An Eskimo underground house. Point Hope, Alaska.

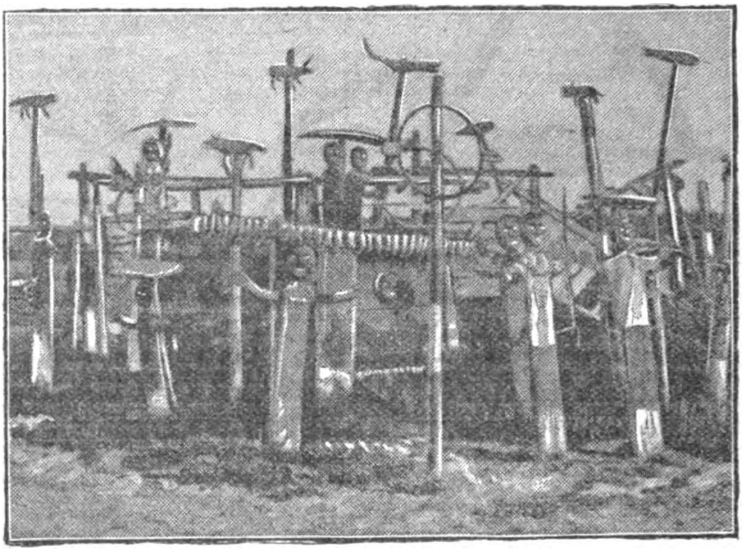
From July 8 to July 26 the time was spent mostly upon the coast of Siberia, in prosecuting further inquiries with regard to domestic reindeer, of which an account will be given later on in this report.

Upon going on deck on the morning of July 26, I found that we had just passed through Bering Strait and were in the Arctic Ocean. To the south of us the strait lay like a panorama, Cape Prince of Wales its eastern boundary, East Cape its western, and the two Diomede Islands in the center, all being plainly visible. To the right of us, looking back, loomed up on the horizon the snow-covered mountains of Asia, to the left of us those of America. The ocean was as smooth as a mill-pond. Late in the evening two umniak loads of natives came off to the ship. The day had been a charming one of quiet and sunshine.

On the morning of the 27th we anchored off Cape Blossom at Kotzebue Sound, and soon after 300 natives were on the decks of the vessel, and a keen barter was had between the furs of the natives and the flour, powder, caps, muslin, and tobacco of the ship.

At 11:45 a. m. on the 28th anchor was weighed and the ship started for Cape Thompson, 75 miles distant.

At 5:35 a. m. on the 29th we dropped anchor abreast of Cape Thompson, and the ship's boats were at once lowered to water ship. Cape Thompson is one of the great bird rookeries of the Arctic. The early morning calls and cries of the myriad birds on the face of the cliffs sound on the deck of the ship, half a mile away, like the escape of steam from a railroad engine at the depot. Some of the officers went on shore hunting. At 5 in the afternoon anchor was hove and the ship got under way for Point Hope, where we anchored abreast of the schoolhouse at 9:15 p. m. As late as was the hour, several umniaks full of natives came on board to request the captain to take off their hands a sailor who the previous season deserted from one of the whaling ships and during the winter had frozen his feet so badly that they had mortified and would need to be amputated. The ship's physician was sent off to see the man with the frozen feet. Early the following day the physician returned to the ship, bringing the sick man with him. After breakfast I went on shore to inspect the school. Dr. Driggs, the teacher, reported that all the children of the village between the ages of 5 and 21, with the exception of three married girls, had been in school during the past winter; that the best attendance was on the stormiest days, as then the children would not be required to go out upon the ice to fish. The village has a present population of 161. These are only about one-half of those who belong there, the others being scattered through the country for a living, the food supply having been very scant at the village. The coldest weather experienced during the previous winter at the village, where the climate is moderated by the ocean, is 31° below zero. Back from the village a few miles inland the cold was much more severe. The longest time during which the sun did not appear above the horizon was twenty-four days. During the spring Polar white bear prowled around the schoolhouse. In May the teacher had a battle with a large bear in front


Eskimo monuments to the dead. [From Christian Herald.]

of his house. During the afternoon, in company with the teacher, I visited the native village.

On the 31st of July the captain received on board a deserter by the name of William Brown, who the previous winter, through exposure, had frozen his feet and hands, necessitating the amputation of his left leg at the ankle and three fingers of his left hand. He was covered with vermin and greatly reduced in strength by starvation and neglect. Stephen Cushi, a miner, crippled with rheumatism, was also taken on board for treatment and taken out of the country. At noon on the 1st of August we weighed anchor and started for the coal mines, 42 miles distant, and at 7:15 came to anchor off the north side of Cape Lisbon. At midnight the captain and some of the officers went ashore, and in a very short time returned with 50 to 60 ptarmagin. We met much floating ice.

At 3 p.m. on the 3d of August the ship got under way for the coal mines at Cape Sabine. Picking our way through large masses of heavy drifting ice, we reached the cape and dropped anchor at 7 o'clock. We were surrounded with ice during the 4th and 5th, when, the ice becoming too heavy, the ship got under way at 4:40 a. m. on the 5th, standing northwest towards the ice pack. At 6 p. m., in the midst of large fields of broken ice, we came upon hundreds of walrus. A boat was lowered and the captain and surgeon went after them and soon came back with four large ones, which were hoisted on board. During the 6th the ship stood off and on along the edge of the ice pack, speaking several whalers during the day. Upon the 8th the ship returned to the shore, anchoring off the Thetis coal mine at 3:25 p. m. On the morning of August 9 three deserters from the whaler *Rosario* were discovered on the beach, brought on board, and placed in irons. At 10:15 a. m. anchor was weighed and the ship sailed northward, pushing its way through the heavy floating ice. At 5:40 p. m. on the 10th the ship was stopped a short time to see some natives off Wainwright Inlet. On the 11th the vessel anchored at midnight off Point Belcher. In the early morning Mr. L. M. Stevenson, the teacher from Point Barrow, who had come down the coast 70 miles across the ice, came on board. In the afternoon Mr. Frank Gotch, of the Refuge Station, arrived. The same day Samuel Benny, a deserter from the whaler *Rosario*, was brought before Capt. Healy, accused of having stolen from the natives. The charge having been substantiated, and the man being a disreputable and desperate character, he was detained on board the vessel. Mr. Stevenson, the teacher, mentioned that during the spring, when the natives were out upon the ice floe after walrus, one of the school girls, who was driving a team of dogs with a load of whalebone from the edge of the ice to the village, being taken sick upon the way, her father wanted to leave her upon the ice to die, as was the custom with the natives under similar circumstances, but that her school companions resisted him, and, taking off their own fur coats, made a warm bed for her on top of the sled load of whalebone, and thus brought her safely into the village—one of the incidental fruits of the little schooling that they had had.

From August 12 to 23 we lay at anchor against the great southern edge of the Arctic ice pack, watching for the chance to get farther north, hoping a gale would spring up from the east that would open a channel for the ship, but it did not come, and we were unable to reach Point Barrow. On the 14th two natives, Mary and Charlie, who had previously been employed as interpreters, were received on board, to be returned to their friends at St. Michael. The school supplies intended for Point Barrow were landed at Point Belcher. On the 16th Lieut. Jarvis and Dr. Call and Engineer Falkenstein were sent on an exploring expedition to examine a sound and harbor which had been reported to the captain. They were found, however, to be too shallow to be of any service. On the 17th Capt. Healy, learning that a strange iron steamer had gone north that morning, concluded to follow her up, and for that purpose boldly pushed forward into the ice field. After proceeding north some 10 miles or more in the fog, fearing that he would miss the vessel, he steamed clear of the ice and anchored at 3:30 p. m. Toward evening, the fog lifting, the steamer was seen working her way out of the ice from the north. At 7:35 p. m. the *Bear* weighed anchor and steamed out to meet the unknown vessel, which was found to be a small Japanese iron steamer, the *Tsuri Marie*, of Tokio, that had been chartered at Yokohama by a Mr. Carroll, of Carrollton, Md., who was on a bridal trip around the world, and, with a yachting party, had come into the Arctic hunting walrus and Polar bear. Ignorant of their danger, they had driven their steamer into the ice, thinking they could force a way up to Point Barrow. The two steamers came to anchor at 9:55 p. m., and Mr. and Mrs. Carroll and party came over to the *Bear* to call.

August 23: Fresh ice was now forming every day upon the ocean. The ridging of the ship was covered with ice, and daily there were fresh flurries of sleet and hail. All hope of reaching Point Barrow being abandoned, at 9:15 a. m. anchor was weighed and the ship turned southward, slowly forcing its way through great masses of broken ice. At 3:40 p. m. the fog was so dense that it was thought best to drop anchor for the night. On the 24th the ship was still at anchor at Wainwright Inlet in the midst of heavy snow squalls. At 7 in the morning anchor was weighed and another start made through large fields of broken ice. At 11 p. m. schooner *John McCullough*, that had on board material for the school and mission house at Point Barrow, was sighted. As it would be impossible for it to reach there this season, I went aboard and gave the captain permission to land his material at Cape Prince of Wales. On the morning of the 25th we were off Corwin Coal Mine, where the captain took in a supply of fresh water. At 6.20 p. m. we were again under way going south, and on the 17th, in the midst of a dense fog, made the coast of Siberia. At 6 o'clock on the evening of August 29, a short stop was made at Cape Prince of Wales, and the last mail of the teachers to their friends was received on board.

At 9 a. m., August 20, we left the cape for King Island, where we anchored at 4:25 p. m. After leaving Cape Prince of Wales, upon going on deck to take a last view of the mission, I saw the mountain, at the base of which lies the village, encircled with a beautiful rainbow. At King Island Dr. Call and Engineer Falkenstein went on shore to explore a remarkable cave in which the natives store their provisions. Providing themselves with ropes, candles, and a lantern, they approached the cave in the face of the cliff, a few hunderd feet east of the village. The water extends in some 20 feet from the shore to the mouth of the cave, but, owing to the swell from the ocean, the boat could not enter. Hurriedly jumping on the rocks, they clambered over the sides to the entrance. The first obstacle that confronted them was an immense cake of ice, with a perpendicular face, jammed between the two sides of the entrance, each of which was equally inaccessible for them. After several unsuccessful attempts to scale it, they appealed to the guide, who clambered over the ice with the agility of a monkey and carried their line with him. Even with the assistance of the rope they found considerable difficulty in following him. They were then in the main chamber of the cave. In height it is 30 or 40 feet, and 25 feet in width. The floor was very uneven and full of holes. Scattered about over this slippery surface were strewn the remains of walrus bones, skins, and blubber. This, mixed with the yellow clay, presented a most unfavorable aspect. In the left-hand corner of this immense cavern they saw a hole which could easily be mistaken for an exit to the top of the mountain. To reach it seemed impossible. Referring to their guide, he demanded the promise of more pay, in addition to the pants which they had agreed to give him for his services, exclaiming with much force, "King Charlie cow-cow pechuk" (King Charlie has but little food). The ascent to the hole was found to be almost perpendicular. The first 15 or 20 feet were made by means of climbing a rope which the natives had fastened under a large rock jammed in the crevice some distance above, and finally over another bowlder, when they stood in the direct entrance of another part of the cave. Lighting their candles and making fast the line, two of them with the guide descended through a narrow crack, the floor of which was solid ice. To assist in coming down, steps had been cut out, and the dripping of water from above had formed little pinnacles of ice which answered as steps for their feet. Soon they found themselves in a most beautiful and interesting part of the cave. The chamber was pyramidal in shape, the peaks extending upward 40 or 50 feet. The walls were everywhere covered with miniature icicles, moisture frozen in the most fantastic shapes, appearing like a mass of diamonds. The floor was solid ice, out of which chambers were excavated from 10 to 15 feet in depth and from 6 to 10 feet in diameter and used for cold storage. The party having on skin boots which had become slippery from traveling over the ice and grease, were obliged to exercise the greatest precaution to keep from falling into these holes. The return was far more difficult and dangerous, but was made without any serious accident. The cave is used by the villagers for the storing of walrus, which they kill in winter and use for their food in summer. They were also told that it was used at one time as a rendezvous in times of attack from warriors off the coast. At present there is no communication between the top of the island or the village and the cave, and the cave contained but few pieces of walrus meat.

At 7:20 p. m. the ship got underway for St. Michael, reaching there at 12:55 p. m., September 1. At St. Michael, Mr. J. E. McGrath, of the U. S. Coast and Geodetic Survey, with W. W. Davis, his assistant, and party of six men, who had been engaged in the international boundary survey at the crossing of the Yukon and Porcupine rivers, were waiting for transportation to the south, and were received on board. During the day of September 2, while the goods of the exploring party were being shipped, a severe gale sprang up, and the ship had to steam out to Egg Island for deeper water and shelter. Returning to St. Michael on the 3d, we took on board all the surveying party, also Mr. William A. D. Hass, of the Frank Leslie exploring expedition, and Mr. U. E. Taggart and James Chaplyn, destitute miners, and at 7:15 p. m. the ship was again underway for King Island. At noon, September 4, we passed Sledge Island, with a northeast gale behind us. The gale increasing in the evening, the captain hove to, but during the night drifted far north and west of King Island. On the morning of the 5th, returning to the island, and finding it too rough to land, the captain steamed back to Port Clarence for harbor.

About 7:15 a. m. September 6 the ship anchored off King Island, and Capt. Healy distributed to the natives, who were in a starving condition, 100 sacks of flour, 1 chest of tea, 9 boxes of pilot bread, 6 barrels of bread, and 7 barrels of flour. At 1:05 p. m. we started for Indian Point, reaching there at 9:15 a. m. on September 7.

The following week was spent in procuring reindeer, and on the 17th of September, at 12:10 o'clock in the morning, we anchored in the large harbor of Unalaska. In the harbor were the U. S. S. *Mohican*, the *Rush*, *Alki*, the American ship *Erickson*, H. B. M. S. *Nymphe*; also the steamer *Costa Rica*, from Victoria, also the steamer *Danube* from Victoria, all connected with the Bering Sea difficulty. On the 21st of September, through the courtesy of Capt. Coulson, commanding, I was received on board the revenue steamer *Rush*, and at 6:45 a. m. on the 22d we weighed anchor for San Francisco, reaching there on the forenoon of October 2. On October 3 the start was made for Washington, which was reached on the 8th, having made 16,997 miles during the season.

INTRODUCTION OF DOMESTIC REINDEER.

Upon my return to Washington last fall I had the honor on November 12 to address you a preliminary report of the season's work, emphasizing the destitute condition of the Alaskan Eskimo.

On the 5th of December this report was transmitted by you to the Secretary of the Interior for his information, and on the 15th transmitted to the Senate by Hon. George Chandler, Acting Secretary of the Interior. On the following day it was referred by the Senate to the Committee on Education and Labor.

On the 19th of December, Hon. Louis E. McComas, of Maryland, introduced into the House of Representatives a joint resolution (H. R. No. 258), providing that the act of Congress, approved March 2, 1887, "An act to establish agricultural experiment stations in connection with the colleges established in the several States under the provisions of an act approved July 2, 1862, and of the acts supplementary thereto" and an act approved August 30, 1890, entitled "An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts, established under the provisions of an act of Congress approved July 2, 1862," should be extended by the Secretary of the Interior over Alaska, with the expectation that the purchase, improvement, and management of domestic reindeer should be made a part of the industrial education of the proposed college.

The resolution was referred to the Committee on Education, and on the 9th of January, 1891, reported back to the House of Representatives for passage.

It was, however, so near the close of the short term of Congress that the resolution was not reached.

When it became apparent that it would not be reached in the usual way, the Hon. Henry M. Teller, on the 26th of February moved an amendment to the bill (H. R. No. 13462) making appropriations for sundry civil expenses of the Government for the year ending June 30, 1892, appropriating $15,000 for the introduction of domestic reindeer into Alaska, which was carried. The appropriation failed to receive the concurrence of the conference committee of the House of Representatives.

Upon the failure of the Fifty-first Congress to take action, and deprecating the delay of twelve months before another attempt could be made, with your approval, I made an appeal in the Mail and Express of New York City, the Boston Transcript, the Philadelphia Ledger, the Chicago Interocean, and Washington Star, as well as in a number of the leading religious newspapers of the country, for contributions to this object. The response was prompt and generous; $2,146 were received.

As the season had arrived for the usual visit of inspection and supervision of the schools in Alaska you were kind enough to direct that in addition to my regular work for the schools, I should continue in charge of the work of transplanting domesticated reindeer from Siberia to Alaska. As the natives of Siberia, who own the reindeer, know nothing of the use of money, an assortment of goods for the purpose of barter for the reindeer was procured from the funds so generously contributed by benevolent people in answer to the appeal through the newspapers.

The honorable Secretary of the Treasury issued instructions to Capt. Healy to furnish me every possible facility for the purchase and transportation of reindeer from Siberia to Alaska. The honorable Secretary of State secured from the Russian Government instructions to their officers on the Siberian coast, also, to render what assistance they could.

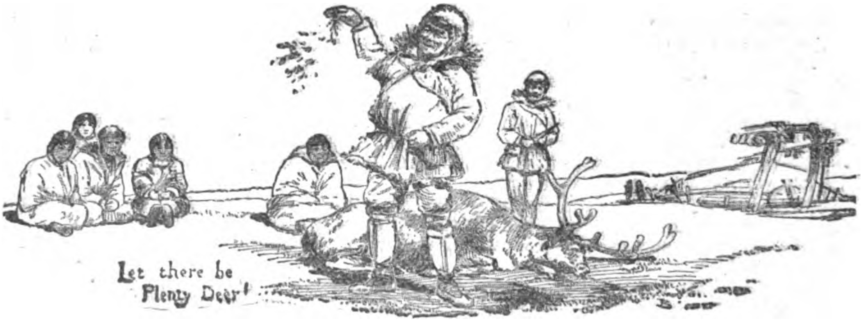
The proposition to introduce domesticated reindeer into Alaska had excited widespread and general interest. In the public discussions which arose with regard to the scheme a sentiment was found in some circles that it was impracticable; that on account of the superstitions of the natives they would be unwilling to sell their stock alive; further, that the nature of the reindeer was such that he would not bear ship transportation, and also that even if they could be purchased and safely transported the native dogs on the Alaskan coast would destroy or the natives kill them for food. This feeling, which was held by many intelligent white men, was asserted so strongly and positively that it was thought best the first season to make haste slowly, and instead of purchasing a large number of reindeer to possibly die on shipboard, or perhaps to be destroyed by the Alaskan dogs (thus at the very outset prejudicing the scheme), it was deemed wiser and safer to buy only a few.

Therefore, in the time available from other educational duties during the season of 1891, it seemed important that I should again carefully review the ground and secure all possible additional information with regard to the reindeer, and, while delaying the actual establishment of a herd until another season, that I should determine the correctness of the objections that the natives would not sell and the deer would not bear transportation by actually purchasing and transporting them.

The work was so new and untried that many things could only be found out by actual experience.

First. The wild deermen of Siberia are a very superstitious people, and need to be approached with great wisdom and tact.

Upon one occasion, when Capt. Healy purchased a few reindeer for food, the following ceremonies were observed: When getting ready to lasso the deer the owner's family seated themselves in a circle on the ground, where probably some rites connected with their superstitions were observed. Upon attempting to approach the circle, I was motioned away. After a short time the men went out and lassoed a selected animal, which was led to one side of the herd. The man that was leading him stationed himself directly in front of the animal and held him firmly by the two horns. Another, with a butcher knife, stood at the side of the deer. An old man, probably the owner, went off to the eastward, and placing his back to the setting sun seemed engaged in prayer, upon the conclusion of which he turned around and faced the deer. This was the signal for knifing the animal. With apparently no effort, the knife was pushed to the heart and withdrawn. The animal seemed to suffer no pain, and in a few seconds sank to his knees and rolled over on his side. While this was taking place the old man before mentioned stood erect and motionless, with his hand over his eyes. When the deer was dead he approached, and taking a handful of hair and blood from the wound, impressively threw it to the eastward. This was repeated a second time. Upon the killing of the second animal, the wife of the owner cast the hair and blood to the eastward.



Superstitious ceremony connected with killing or selling reindeer in Siberia.

Since then I have often observed the man who was selling a deer pluck some hair from the deer and put it in his pocket or throw it to the winds for good luck.

If a man should sell us a deer, and the following winter an epidemic break out in his herd, or some calamity befall his family, the shamans would make him believe that his bad luck was all due to the sale of the deer.

Second. The Siberian deermen are a nonprogressive people. They have lived for ages outside of the activities and progress of the world. As the fathers did, so continue to do their children.

Now, they have never before been asked to sell their deer; it is a new thing to them, and they do not know what to make of it. They were suspicious of our designs. And in reference to this state of mind I have found that being on a Government vessel has been of great assistance. It impresses the natives with confidence that they will be treated honorably and justly. This moral effect was so great that we secured results that otherwise could not have been obtained so easily.

Then, Capt. Healy, commander of the *Bear*, is well known for thousands of miles on both sides of the coast, and the natives have confidence in him. With a stranger in command I am confident that but little would have been accomplished in the summer of 1891.

Purchasing reindeer in Siberia is very different from going to Texas and buying a herd of cattle. In Texas such a sale could be consummated in a few minutes or hours. But in Siberia it takes both time and patience.

Upon the anchoring of the ship in the vicinity of a settlement the natives flock aboard, bringing skins and furs to exchange for flour, cotton cloth, powder, lead, etc. Once aboard they expect to be fed by the captain, and bucket after bucket of hard bread is distributed among them. They know perfectly well that we are after reindeer, but nothing is said about it. They have to be feasted first. They are never in a hurry and therefore do not see why we should be.

After a little, small presents are judiciously given to the wife or child of a leading man, and when every one is in good humor a few of the leaders are taken into the pilot-house and the main subject is opened. After much discussion and talking all around the subject one man is ready to sell twenty and another perhaps only two. After all is arranged the leading men send their servants off after the deer, which may be in the vicinity or four or five days' journey away. Sometimes these delays consume a week or more at a place.

Ran-en-ka.

[The first Siberian to sell a reindeer for the Alaska herd, 1891. Published by permission of The Californian.]

Another difficulty arises from the fact that they can not understand what we want of the reindeer. They have no knowledge of such a motive as doing good to others without pay.

As a rule the men with the largest herds, who can best afford to sell, are inland and difficult to reach.

Then business selfishness comes in. The introduction of the reindeer on the American side may to some extent injuriously affect their trade in deer skins. From time immemorial they have been accustomed to take their skins to Alaska and exchange them for oil To establish herds in Alaska will, they fear, ruin this business.

Another difficulty experienced was the impossibility of securing a competent interpreter.

A few of the natives of the Siberian coast have spent one or more seasons on a whaler, and thus picked up a very little English. And upon this class we have been dependent in the past.

It is very desirable that a native young man should be secured and trained as an interpreter, who could be employed regularly, year after year.

However, notwithstanding all these difficulties and delays, Capt. Healy with the *Bear* coasted from 1,200 to 1,500 miles, calling at the various villages and holding conferences with the leading reindeer owners on the Siberian coast. Arrangements were made for the purchase of animals the following season. Then, to answer the question whether reindeer could be purchased and transported alive, sixteen were purchased, kept on shipboard for some three weeks, passing through a gale so severe that the ship had to "lie to," and finally landed in good condition at Amaknak Island, in the harbor of Unalaska, having had a sea voyage of over 1,000 miles.

Ko-har-ra, the Richest Native in N. E. Siberia.

[From a photograph by Dr. S. J. Call.]

While at Port Clarence, on July 6 we met a Siberian native who understood a little English, having spent a few summers on a whaling ship. His name was Shoofly. We secured his services as interpreter to the deermen, but when we were ready to sail he was not to be found.

At 6:25 p. m. on July 9, leaving our anchorage off the village of Cape Prince of Wales, we started for Asia. Swinging around by Fairway Rock, we sailed through Bering Straits north of the Diomede Islands, reaching the village at East Cape Siberia at 1:20 on the morning of the 9th. Coming upon deck I found that many natives had come aboard. Among them was one that had a little smattering of English. Inquiries were immediately made for reindeer. We had been informed that we would find some deermen at East Cape, but now that we had reached the place we were informed that there were very small heards around them, but that north, at Cape Serdze Kamen, 100 miles distant on the Arctic coast, there were large herds. Last season, having made inquiries at the native village at Indian Point, and receiving assurances that they would sell deer, and there being a number of natives at that point that understood some English, the captain concluded to go there first. Consequently, at 9:30 a. m., the anchor was weighed, and we started for the point, 150 miles south. Around us was a field of floating ice, through which we had to pick our way.

At 2.30 p. m. we were at Cape Nuniagmo, that marks the northern entrance to St. Lawrence Bay. In this bay, during the winter of 1881–'82, the U. S. S. *Rogers,* which had been sent in search of the *Jeannette,* burned to the water's edge. At 4 p. m. we passed Cape Krleougoune, the southern headland of St. Lawrence Bay, back of which snowy mountains rise 3,407 feet. This high and steep cape is crowned with a cluster of sharp peaks, which makes it a noted landmark. At 8 p. m. Cape Nygtchigane came in view with eight or ten snow-covered peaks clustered back of it in a semicircle. Seniavine Straits to the southwest, lying between the main coast and Arakamtchetchene Island, were still closed with ice. These straits were named after his ship by Capt. Lutke, the explorer. It is remarkable that these straits, as well as St. Lawrence Bay, are deeper than the adjacent sea. This depth is separated from the shallower, open sea by a bank that has still less water upon it, so that soundings first decrease and then increase when approaching the coast. At 3 o'clock on the morning of July 10 we anchored off Indian Point. The village had been visited by twenty-four whalers previous to our arrival. Soon a number of the natives came on board, among them being Ko-har-ra, the leading man of the village. After breakfast the captain and myself had a long conference with him concerning the purchase of reindeer, and a proposition was made to take his whole herd of one hundred. He declined our offer, pleading as an excuse that he was keeping his herd for a time of need; that if, any season, the walrus and seal should fail him, he would need his herd to keep the people of the village from starving. He offered to make the captain a present of two, but would not sell any. Finally, we came down in our requests, but received no encouragement.

A TYPICAL ESKIMO WOMAN.

(*Showing native dress and ear and lip ornaments.*)

About 11 o'clock the party abruptly took their departure, Ko-har-ra claiming that he wished to consult his son. In the afternoon, with several of the officers, I went on shore to visit the village. At the highest part of the ridge, parallel to the northern beach, were ruins of from twenty-five to thirty old houses, the frames of which had been constructed of the lower jaw-bone of the whale. In Ko-har-ra's storehouse, which was the only frame house in the village, I counted 200 sacks of flour and 80 boxes of tobacco; also a head of walrus, bone, worth from $5,000 to $8,000. Another interview was had with Ko-har-ra, which resulted in his refusing to sell any of his deer. In the evening another party came aboard, from whom we received some hope that we might be able to purchase a few the following September, when they would be driven down to the coast in Penkegnëi Bay, on Senavine Straits. They all testified that but few could be had in that neighborhood, but that along the shores of Holy Cross Bay, at the head of Anadyr Gulf, there were large numbers of reindeer close to the beach. No one expressed a doubt or an intimation of the natives being unwilling to sell, through superstitious notions, but somehow or other we failed to get any. But the people of the region, so far visited, only owned small bands, ranging from twenty-five to one hundred, and they did not wish to part with them.

We were also at a great disadvantage in our communications with them for the want of a suitable interpreter. The natives could not comprehend why we wanted them. Several of them expressed their opinion that the deer would not live on St Lawrence Island, where we at that time intended to place them. They also claimed that the deer would not go over forty-eight hours without food, and wanted to know what we intended feeding them on the ship while in transit. However, that night, from the last party of visitors, we secured, through Capt. Healy, an old man and a boy as interpreters, who agreed to accompany us to Holy Cross Bay. Early the next morning our interpreters appeared on deck to decline going, saying that they were afraid, alleging that if the ship should go to Holy Cross Bay and not find any deer-men on the beach, or if the natives should refuse to sell their deer, or if the bay should be full of ice so that the ship could not get in, the captain would be angry and accuse them of lying to him. After repeated assurances of the captain that he would not hold them responsible, they went ashore after their clothes and blankets, which they brought off in a hair sealskin bag.

At 11:30 a. m. on July 11 we got under way for Holy Cross Bay, 300 miles inland in Siberia. From Indian Point the coast of Siberia trends in a general southwest direction to Cape Choukotzki and then turns sharply to the northwest. At this cape commences the Gulf of Anadyr, whose entrance across to Cape Thaddeus is 200 miles. Counting the distance across the entrance the gulf has a circuit of 420 miles, and at its northwest extremity is the Bay of Holy Cross, with a circuit of 180 miles, its northern shore being within 10 miles of the Arctic Circle. At 8 p. m. we were off the entrance of Plover Bay, where the British ship *Plover*, Capt. Moore commanding, in search of Sir John Franklin, wintered in 1848-'49. In view of the necessity of transporting the reindeer so great a distance, should we secure any at Holy Cross Bay, the question of food was carefully considered. We had confidently expected to secure them near Indian Point, only a few hours' sail from St. Lawrence Island, in which case there would be no need of feeding them; but if we secured any at Holy Cross Bay it would require a trip of from thirty to forty-eight hours, and in that case the food question became important. An inventory of the stores on board revealed some 10½ pounds of oatmeal in the captain's pantry, 24 pounds in the officers' mess, a few pounds in the engineer's department, and about 60 pounds in the sailors' stores. It was agreed to purchase these and mix with the drinking water of the animals if secured.

At 8:45 o'clock a. m. on July 2 we were off Cape Bering in a fog, when ice suddenly appeared under the bows of the ship, and the heart of the officer on deck stood still, thinking that he was ashore. We then entered a large field of broken ice. The speed was slowed down and several hours were spent in picking our way through the ice. In the afternoon clear water was again reached, and at 5:35 p. m., there being no evidence of land and the fog continuing thick, the anchor was let go in 11 fathoms of water. The next day continuing rainy and foggy, the ship continued at anchor until 8:20 p. m., when the wind increased and the captain concluded to make an effort to get inside of Holy Cross Bay. We were in the proximity of land, in strange waters, with imperfect charts. The ship was surrounded with floating ice; the night was very dark, with a cold, driving rain storm, and we almost ran ashore. However, we got inside and were at anchor about midnight. Holy Cross Bay was first entered by a vessel in 1827, when Capt. Lutke made a reconnoissance. Probably the *Bear* was the first steamer ever to plow its waters.

About 10 o'clock on the morning of the 14th three or four umniaks full of natives came off from a village of sixteen tents or yourts on the sandy beach. They were all large-sized and a healthy but dirty looking set. The afternoon was spent in securing fresh water for the ship. Diligent inquiries were made for reindeer, and two men were found who sold five each, but their deer were on the west side of the bay, which could not be reached until the ice should move, and the ice would not move until the wind changed. For ten days the wind had been in the east and southeast and kept the ice piled up against the west shore. Just as we were finishing breakfast on the morning of the 15th the announcement was made that a "pod" of walrus was visible. Going upon deck, some fifty or more were seen swimming in a line toward the ship. A boat was at once lowered and the captain and surgeon with a boat's crew started to intercept them. Several were shot, but only two secured. A baby walrus weighing about 500 pounds was also shot, but while getting it into the boat the rope slipped and the animal went to the bottom as if it were made of lead. Three umniaks came off from shore and were sent out to help bring in the walrus. When brought to the side they were hoisted by the steam windlass on deck. The skin and hides were preserved and the carcasses divided up among the natives. The heart and liver were reserved for eating on the ship and proved to be very palatable. The walrus episode helped pass away the day.

After a tedious wait for better weather, on the 17th of July anchor was weighed at 4:10 a. m. A few minutes afterwards we entered the ice, into which we pushed until we came abreast of a Tuchtchi village on the west side of the bay, where the ship dropped anchor. The ice floe causing the anchor to drag, it was again hoisted up and we steamed a few miles farther north through the ice, anchoring at 9:30 a. m. in comparatively clear water. A boat in charge of Lieut. Jarvis was started toward the shore, but the wind freshening and the sea being rough, the captain recalled the boat with the steam whistle. Parties of natives were seen on shore, but none came off through the ice to the steamer. After breakfast on the morning of the 18th we made another attempt to reach shore. Moving cautiously through a large field of floating ice we at length got on terra firma, and a walk of 4 or 5 miles brought us to two native huts. Upon reaching them we found only the women and children at home, the men having passed us on the way to the ship. We therefore retraced our steps to the beach and signaled for a boat. Returning to the ship we found two umniak loads of natives on board. One of them agreed to furnish us next year twenty-five deer at the rate of five for a rifle and twenty for a whale boat. They promised us that they would secure some two hundred head for us the following season, driving them down to the beach the middle of July.

Having accomplished everything that we could, at 8 p.m. anchor was weighed and the ship steamed out through the drifting ice. The natives sat a little way off in their umniaks, watching the movements of the first steamer that many of them had ever seen. During the night the vessel plowed through fields of heavy ice from Cape Spanberg to Cape Tchingan. The coast was bold and beautiful, consisting of perpendicular rocks. On the evening of the 17th we passed two or three small Tchutchi villages, the largest of which was at John Howland Bay. At 10 o'clock the sunset was remarkably fine. Another hour brought us to anchorage in Plover Bay, but the fog became so thick that the captain did not venture to attempt to make the bay, but lay off at sea all night. At 3 a.m., July 20, the fog lifted and the ship made for Plover Bay, which is a fiord about 2 miles wide and 20 miles long, extending into the very heart of the mountains, whose precipitous sides rise to the height of from 1,200 to 1,500 feet. Passing between Capes Lessouski and Bald Head, sailing past a small village situated on the sand spit and around Cape Haidmak, the northwest side of the spit, the ship anchored in Providence Harbor at 6:30 a.m. This little landlocked bay was named by the commander, Moore, of H. M. ship *Plover*, who visited it first in search of Sir John Franklin. A short distance up the bay is Emma Harbor, where he wintered his ship in 1848-'49. Above Emma Harbor on the west side of the bay is Cape Theodorof, overtopped by Mount Kennicott, 2,343 feet high.

At the upper end of the bay in 1866 the Western Union Telegraph expedition erected a house and established a station, it being their purpose to run a land wire across the cape, connecting the proposed cable across Bering Straits with another across Anadyr Gulf. Overlooking our anchorage and almost toppling over us on the east side of the bay was Mount Slavianka, 1,427 feet high. During the summer of 1866, while awaiting supplies at this bay, Mr. R. J. Bush, in the employ of the telegraph company, says that one day, seeing a party of natives gathered upon the bleak barren mountain side back of the village, curiosity led a party from the ship to visit the spot. They found about forty people present, of all ages down to babies. They were laughing as if at a picnic. On a small level spot had been constructed an oblong line of stones about 6 feet in length. Near by a reindeer had been killed and the party of women were sprinkling the stones with handfuls of tobacco and choice bits of deer meat, as if they were making a sacrifice to their gods. One of the natives who had learned a little English of the whalers was called one side and asked what was going on. Pointing to an old man in the group, he said, "Old man no got eyes. Byme-by kill um." "But why do you kill him?" was asked. "Old man like it. Old man plenty of deer. Last year old man's son die. He plenty like um son. He want die too; he want Tchutchi man kill um. All right. Old man pickininy (grandson) no want to kill um. To-day Tchutchi kill um." "It is bad, very bad," one of the party replied. "No bad," he said. "Tchutchi plenty like um. All same every fellow. Byme-by me get old. Kill me, too. All same."

It seemed that a day had previously been fixed by the old man to die, but he had yielded to the importunities of his grandson, who had begged him to live for his sake. In some cases the old person is first made insensible by inhaling something. They are then stoned, speared, or bled to death, as the case may be. This was similar to the experience of Capt. Healy, who, upon one of his trips to the Arctic, was inquiring the whereabouts of a native whom he had met upon former trips. Meeting a companion, he said to him, "Where is Charlie now?" "Charlie?" he replied; "I shot him last year." "Shot him? How was that?" "Why, Charlie and I were great friends. He was taken very sick. One day he sent his boy over to ask me to come to see him and to bring my gun along. When I went to see him he said that he could not get well and wanted me to shoot him. I did not want to. He was my friend. So I told him he would be better in a few days, and tried to encourage him; but he wanted me as his friend to shoot him to put him out of his misery. To put him off I told him that if he did not get better in a few days he could send for me again and I would come over and shoot him.

"In a few days his boy came to my house and said his father was no better. He wanted me as his friend to come and shoot him. So I went over and shot him." It seems a very common practice among some of the tribes, when a person has an incurable disease or becomes too old for further service in procuring the necessities of life, to kill him. The conditions of life are so hard, the difficulties of feeding the well so great, that no supernumeraries can be allowed in their homes. Last season, visiting several thousands of miles of this Arctic and semi-Arctic coast, and meeting with thousands of natives, I met with but one old person. This season I met but two. The almost entire absence of aged persons among the population confirms the accounts of the custom of killing the old and infirm. There are years when the fish fail to come in their usual number, when the winter supply of walrus and seal fail them, and then starvation stares them in the face during the long Arctic winter. During the sojourn of the Western Union Telegraph Company in that country in 1866 and 1867, Mr. Bush speaks of one of these periodic famines, in which, as early as October, the people had begun to boil their deerskins into soup. Many of these natives sought his advice and assistance. One said, "You know, sir, the winter has hardly begun. I have a wife and seven children and seven dogs to support, and not a pound of meat or fish to give them. But I have some deerskins and eight fathoms of thong that I can boil up. But these are not sufficient to sustain the family and the dogs too until the Tchutchi come with their reindeer. I do not know where to get more food, as my neighbors are starving too."

With hesitation and a faltering voice he added, "If my children perish I will have my dogs left, but if my dogs die how can I go to the Tchutchi to get deer? Then my family will starve too, and then I will have neither family nor dogs." What he wanted Mr. Bush to decide was whether it was wiser for him to let his children or sled dogs starve, for if the latter starved it would involve the starvation of the whole family. He was advised to try and keep both as long as possible. Occasionally an instance of this destitution and starvation comes under the eye of an intelligent white man and is given to the world. But these periodic seasons of starvation come and go, and hundreds of human beings starve and die, their fate unheeded and unknown by the great world outside. To the starving natives of Siberia there is always the possibility of the men who own herds of domestic reindeer hearing of their straits and coming to their relief. But on the Alaska side, where as yet are no herds of domestic reindeer to fall back upon in the dark days of dire necessity, there is nothing left the people but to starve and die. May the day be hastened when the efforts now making to introduce the domestic reindeer of Siberia into Alaska shall be crowned with success and this dying people saved from utter extinction. In negotiating for the purchase of reindeer on the Siberian coast we constantly met with men owning small herds of from five to one hundred animals. Frequent attempts were made to buy these men out, but those along the coast steadily refused to sell, on the plea that they must keep their deer for a time of need; that some years they got no walrus or seal (their principal living) and then would need the deer to keep their families from starving.

The day at Plover Bay was spent in watering ship, the water being procured from a mountain stream that came out from under a snow bank. After the ship was watered the sailors were sent ashore to wash their clothes. Two of the leading natives were interested and promised good pay if during the coming winter they would communicate with the deer men and have a number of the reindeer on the coast for purchase the following season. It was the intention to leave the harbor on the morning of the 21st, but a dense fog having settled down and a storm having set in, we were fog-bound in the harbor for the three following days. On the 24th, he fog having lifted sufficiently to see our way out of the harbor, the anchor wast weighed, and we started at 8.20 a.m. Passing around Bald Head, we were soon abreast of a village of a dozen huts at the mouth of the small creek that connects Lake Moore with the sea. From the sea the hill to the rear of the village presented a beautiful green. Soon after passing the village the fog again closed down and we sailed apparently through space, seeing nothing until, in the afternoon, St. Lawrence Island was seen dimly looming up through the fog. At 5.15 p. m. anchor was let go, and after dinner Lieut. Jarvis and Dr. Call and the interpreter and myself went ashore. After making a circuit of the village and consulting several groups of the natives, I decided to locate the school building at the eastern end of the village, near the lake. Accordingly, stakes were driven for the guidance of the carpenter who was daily expected with the materials for the building which had been shipped on the schooner from San Francisco. Returning to the ship, Capt. Healy bantered one of the Shamans to show his powers. He replied that he could do nothing on shipboard. So we proposed to accompany him on shore, the captain making him a present of some powder, lead, and tobacco. With the rattling of a native drum and the monotonous hi-yah-hah chorus of women he pretended to suck from the flesh of Dr. Call a piece of sponge and a second time a piece of walrus hide. He then attempted to have two men strangle him with a rope, but could not make it work. An assistant Shaman then took up the performance, and held an inch board 18 inches by 3 feet in size to his mouth by suction. He also allowed his hands to be manacled behind his back and then work them through and in some way got the manacles off. It was rather a tame affair.

At 2:15 on the morning of July 25 we again got under way, reaching Indian Point at 9 o'clock. The two interpreters that we had had with us for the last two weeks left the ship and returned home.

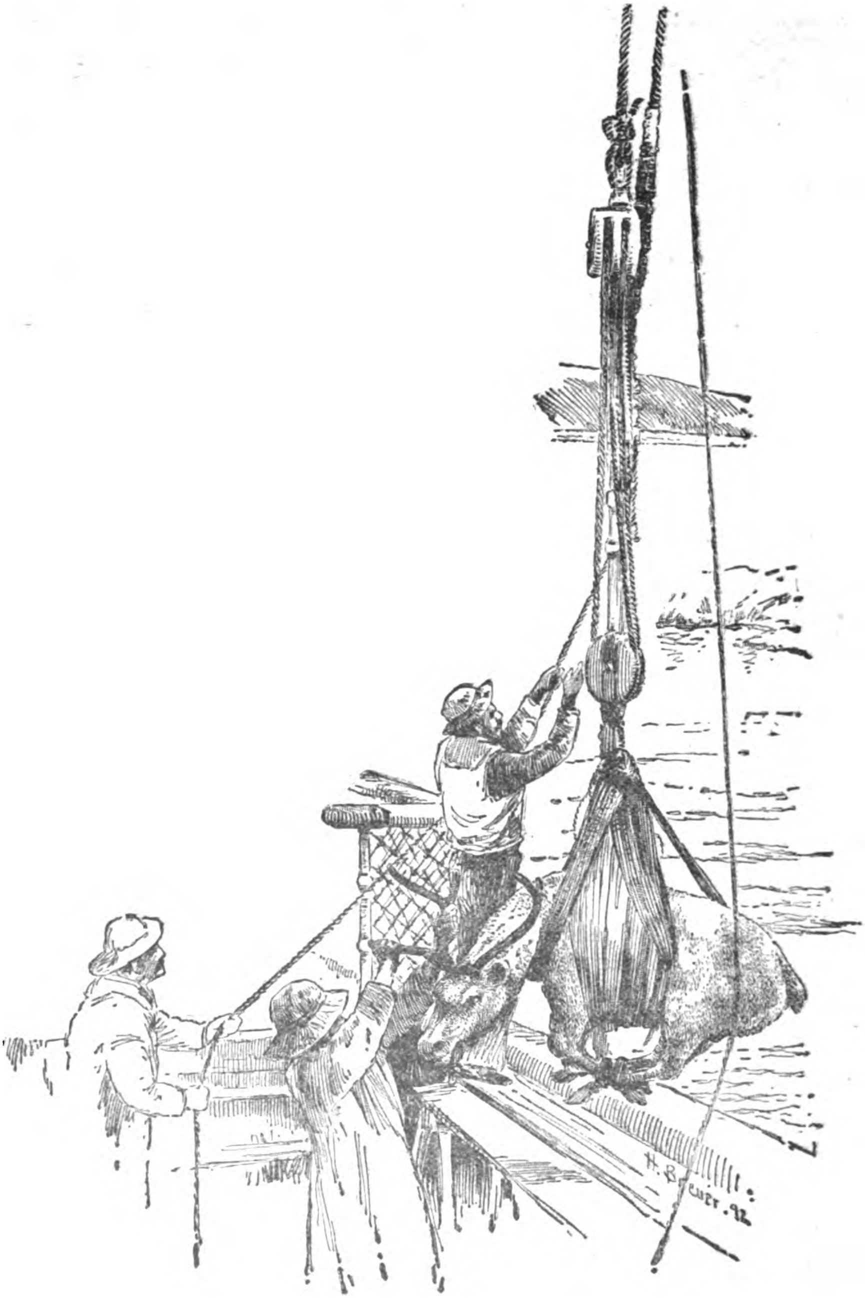
About noon we again got under way for the Arctic, returning thence on the 27th of August. During a dense fog at 9 o'clock in the morning we picked up three umniak loads of Siberians, and found that we were near Enchowan, on the Arctic coast of Siberia, where we dropped anchor at 10:30 a. m. Lieut. Jarvis and Dr. Call were sent ashore to visit the herd, and the next day four deer were delivered to us on board the ship. A large number were offered us, but having failed in procuring herders, and having no place ready to receive the deer, and not knowing whether we could procure food such as they would eat, we thought it prudent to experiment first with the four. At 1:40 p. m. August 28, 1891, the first reindeer was hoisted on board the ship, and thus one of the objections which we had found made, that reindeer could not be purchased alive, was answered by actually purchasing and receiving them. A second objection, that they could not be safely transported, remained to be decided. Anchor was weighed at 12:30 midnight, and at 4:30 on the morning of the 29th we anchored at Whalen. The landing being bad, we got under way at 7:20, passing through Bering Straits at noon, and at 6:30 p. m. anchored off Cape Prince of Wales. Not wishing to carry our trade goods back to San Francisco, I consigned a number of them to Messrs. Lopp and Thornton for safe-keeping until the following year.

During the night, the sea becoming rough, the captain stopped the landing of goods until the morning of the 30th, when they were safely landed.

At 9:20 on the morning of the 30th we again got under way, going to St. Michael, and returning to Indian Point, Siberia, on the 7th of September, where we anchored at 9:15 a. m.

At 4:25 the next morning, having taken on board Koharra, the leading deer man at the village, and two interpreters, we got under way for Senavine Straits. At 5:45 we passed Cape Mertens, a high, steep, mountain, with three summits, 1,014 feet high. This cape forms the southern limit of Tchetchikouyoume Bay. At 6:12 a. m. we passed between Nouneangan, a small rocky islet rising perpendicularly from the sea 80 feet, then sloping up to an elevation of 386 feet, and Tchirklook, an island 6 by 3 miles in extent, and crowned with a number of peaks ranging from 500 to 1,800 feet hign. Rounding the northeastern end of this island, we steamed through Yerguine Pass, and at 7:13 a. m. entered Senavine Straits. These straits are a body of water 30 miles long and from one-half mile to 6 miles wide, lying between the mainland on the west and the Arakamtchetchene and Tchirklook islands on the east. The opening had been noticed by Bering, Cook, and Sarytscheff, but Capt. Lutke was the first to explore it. It was named after his ship. At 7:28 a. m. we were rounding Cape Paguelune, the southwest point of Arakamtchetchene Island. This island is 16 by 8 miles in extent, and contains several small native settlements. It has several high peaks, the greatest elevation of which is Tinmai, 1,809 feet high. A southeast storm setting in, at 8:30 a. m. the captain turned southward, and at 10:30 anchored in Glasenapp Harbor, under Cape Yerguine, for shelter. The harbor is well sheltered from all winds and sea, and convenient for procuring water, quite a blessing in this region. Glad enough were we to find safe anchorage here from the storm and rough water in Senavine Straits.

While lying here some five or six natives boarded the vessel. They had hardly landed on deck before they began their incessant pleading for "Kow-kow" (bread).



Hoisting in a Reindeer on Board the Bear.

[From a photo. by Assistant Engineer A. L. Broadbent, U. S. R. M. Published by permission of The Californian.]

A bucket of bread was given them and a shelter from the storm profered if they desired to remain with us. The captain engaged them to gather reindeer moss for the animals he had on board. These natives embraced the opportunity readily to earn a few biscuits of hard bread. Having gone ashore, they returned in a very short space of time with a dozen well-filled sacks of reindeer moss. Understanding that the island was well covered with reindeer food, the captain made inquiry of the interpreters why these natives did not have reindeer. He was given the following rather romantic narrative of these now poor, miserable, half-starved people and outcasts from the Eskimo and neighboring tribes:

"A very long time ago, before my father was a boy, the people on this island had plenty of deer, more deer than we can count on our fingers and toes together; a heap more. In those days these people were never hungry. They did not steal then, either, but now they are always hungry, and if not sharply watched will steal plenty very quick."

The next question asked was, "How did they lose their deer, and why do they stay in a place that gives them so little to eat?" "Well, before my father was a boy these people had plenty of deer. Yardgidigan, the chief, was a rich man, all the same as you (referring to the captain). He wanted a wife. There were none on the island or in any of the neighboring settlements that came up to the requirements of this rich, fastidious, and powerful deer man. Harnessing his finest and fastest deer team, he started on a matrimonial prospecting tour among the deer men of the interior. A report being current that a deer man named Omileuth, living far up in the mountainous region of Siberia, possessed a daughter of rare and wonderful beauty, that excelled in all the arts of making shoes and clothes and looking after the creature comforts of him who would be her husband—with whom none in Siberia could compare. He sought and found this wonderful woman, and in due course of time was the successful wooer among many suitors. The nuptials were celebrated with great pomp and feasting by the girl's people, and the happy couple started for their future home accompanied by a large herd of reindeer, the father's gift and the bride's dower. Bride, groom, and deer arrived home without accident, their journey having been one continued round of feasting.

"On the homeward journey the groom was so generous with his wife's property that at the very beginning of their married life a cloud of mistrust came over the bride. Among those who accompanied the bridal pair on their home journey were many of the rejected suitors. One, in particular, Tenisken, the chief of Marcus Bay, who, prior to the coming of the bridegroom, was the favored suitor, and still was the maiden's choice. Consumed with jealousy, he let no opportunity slip that gave the slightest chance of poisoning the young wife's mind against her husband. Upon their arrival at the home of the groom the feast and dance were again the order of the day. Wrestling and other athletic sports were indulged in far into the winter. Yardgidigan was proud of his beautiful wife. Being extremely happy and secure in his love, he heeded not the warnings to beware of his rival, Tenisken, chief of Marcus Bay. Tenisken lingered many months in the bridegroom's camp, enjoying every hospitality that a rich and happy husband could bestow. At length he took his departure, and the bridegroom awoke one morning to find that his wife of a few moons had disappeared with his friend and fellow-chief. Pursuit was immediately ordered and dreadful vengeance vowed upon the destroyer of his peace of mind and betrayer of his house and home. As swift as were the pursuers, swifter still was the flight of the guilty pair.

"Arriving at Marcus Bay, the pair were warmly welcomed by the villagers, who upheld their chief and his guilty bride. To him they thought she rightfully belonged by the right of love divine. The husband, through spies, discovered the state of things in the enemy's camp and knew that his vengeance must be sought by stealth. Long he watched, concealed near Tenisken's camp. At last the anxiously prayed-for moment arrived. During the prevalence of one of those storms that only occur in the Arctic (and that seldom), he, with a stone in his hand and a knife between his teeth, sought the camp. Entering the house of his enemy, he was rendered still more furious by the sight of his beautiful and faithless bride lying in the embrace of his rival. Burying his knife deep into the heart of his enemy, he offered him the greatest indignity that can be put upon an Eskimo—bit off his nose. Forcibly carrying his faithless wife out of the house, he took her back to his camp. Not until morning were the people of Marcus Bay aware of the tragedy that had been enacted in their midst. Pursuit and retaliation were ordered. The son of the murdered chief headed the party. The wronged husband, having tarried too long near his enemy's camp for vengeance, had so exhausted his supplies of men and beasts as to render him able to make but short stages homeward and to offer slight resistance if attacked. This weakened condition of Yardgidigan's was made known to the son of Tenisken by the faithless wife, who promised at a certain day and designated place to make her lord and master drunk and stupefied from 'toad-stool' wine. This she did. And when the followers of her husband were lying drunk, at a given signal from her, the whole encampment were put to death, and the faithless and cruel woman led back to Marcus Bay amid great rejoicing and as the bride of her paramour's son. Now was planned the extermination of the colony on that island. They had not heard of the fate of Yardgidigan, their chief. So under disguise the Marcus

Bay people entered their village, killed most of their people, drove away every deer, and razed their houses to the ground. Purposely they spared a few lives, upon whom the shaman (native priest) pronounced a fearful anathema.

"This happened many generations ago, yet the people dare not and will not, for fear of a similar fate, imperil their hopes for present and future happiness by associating with these poor, wretched outcasts, accursed by the shaman perhaps a hundred years ago. So from affluence and plenty they and their offspring have been reduced to want and misery, and will so endure, until they shall cease to exist, on account of the perfidy of a woman, who by her beauty and sophistry prejudiced priests and populace against her outraged and lawful husband and his people, making right appear wrong and wrong right."

After the interpreters had completed their story both in a breath remarked, "Captain, that is hard luck—before, plenty; now, all the time hungry."

The storm having abated, on September 9 we again got under way about 11 o'clock. Steaming up Senavine Straits, at 1:30 we came to anchor off Cape Yagnakinone, Siberia, where Koharra and his party were sent ashore for deer. On the following day, the sea becoming rough, we returned to Glasenapp Harbor for refuge. The storm abating on the 12th of September, at 5:15 a. m. anchor was weighed, and we again started for Cape Yagnakinone. There we secured twelve additional reindeer. Early on the morning of September 13 the natives were sent ashore, and at 9 a. m. we got under way for Unalaska, where we arrived on the 17th of September.

On the 21st of September seven of the reindeer were put ashore on Unalaska Island and the other nine on Amaknak Island, in charge of Mr. Ney B. Anthony, United States deputy marshal.

Thus the results of the investigations and work for 1891 with regard to reindeer were: 1. The cultivation of the good will of the Siberians and foundations laid for future purchases; 2, the actual purchase of sixteen reindeer; 3, the proving by actual experience that reindeer can be transported with the same facility as other domestic cattle, the sixteen in charge having been safely loaded, kept on shipboard three weeks, and landed in good condition a thousand miles away.

It having been proved by experience that reindeer can be purchased and transported, the general introduction of domestic reindeer into Alaska becomes a mere question of time and money.

With the accomplishment of this result several important objects will be attained.

PERMANENT FOOD SUPPLY.

In the first place, the population, which is now upon the verge of starvation, will be furnished with a permanent, regular, and abundant supply of food. As has already been stated, the native supply of food in that region has been destroyed by the industries of the white men. The whale and the walrus, that once teemed in their waters and furnished over half their food supply, have been killed or driven off by the persistent hunting of the whalers. The wild reindeer (caribou) and fur-bearing animals of the land, which also furnished them food and clothing, are being largely destroyed by the deadly breech-loading firearm. It will be impossible to restock their waters with whale and walrus in the same way that we restock rivers with a fresh supply of fish. But what we can not give them back their former food, we can, through the introduction of the domestic reindeer, provide a new food supply.

Upon our return southward from the Arctic Ocean in the fall of 1891 Capt. Healy providentially called at the village on King Island, where we found the population starving. The appeal for food was so pressing that the captain detailed a lieutenant to make a thorough examination of the village, and invited me to accompany him In a few houses we found that the families in their great distress had killed their sled dogs to keep themselves from starving. In the larger number of families they were making a broth of seaweed, their only food supply. In all human probability, if the ship had not learned their condition, the following summer not a man, woman, or child would have been left alive to tell the story. A few years ago the same thing happened to three large villages on the island of St. Lawrence, and when, the following season, the revenue cutter called at the villages, the putrefying corpses of the population were found everywhere—on the bed platforms, on the floors, in the door ways, and along the paths, wherever death overtook them.

In 1891 one of the teachers on the Kuskokwim River wrote me that the inhabitants of that valley had had but little opportunity during the summer of 1890 to provide a sufficient food supply of fish; that consequently starvation faced them all winter, and that it was with great difficulty that they survived until the fish returned the following season. A teacher on the Yukon River reported this past summer that some of the natives to the north of him had starved to death. This same scarcity of food exists across the entire northern portion of North America, so that now, under the auspices of the Church of England, subscriptions have been opened in London for a famine fund, out of which to send relief to the starving Eskimo of Arctic British

America. This condition of things will go on, increasing in severity from year to year, until the food supply of the seas and of the land is entirely gone, and then there is nothing left but the extermination of the native population. The general introduction of the domestic reindeer alone will change this entire condition of things, and furnish as reliable a supply of food to that people as the herds of cattle in Texas and Wyoming do to their owners or the herds of sheep in New Mexico and Arizona. The reindeer is the animal which God's providence seems to have provided for those northern regions, being food, clothing, house, furniture, implements, and transportation to the people. Its milk and flesh furnish food. Its marrow, tongue, and hams are considered choice delicacies. Its blood mixed with the contents of its stomach forms a favorite native dish. Its intestines are cleaned, filled with tallow, and eaten as sausage. Its skin is made into clothes, bedding, tent covers, reindeer harness, ropes, cords, and fish lines. The hard skin of the forelegs makes an excellent covering for snowshoes. Its sinews are made into a strong and lasting thread. Its bones are soaked in seal oil and burned for fuel. Its horns are made into various kinds of household implements, into weapons for hunting, fishing, or war, and used in the manufacture of sleds. Then the living animal is trained for riding and dragging of sleds. The general introduction of such an animal into that region will arrest the present starvation and restock that vast country with a permanent food supply. It will revive hope in the hearts of a sturdy race that is now rapidly passing away. Surely, the country that sends shiploads of grain to starving Russians, that has never turned a deaf ear to the call of distress in any section of the globe, will not begrudge a few thousand dollars for the purchase and introduction of this Siberian reindeer and the rescue of thousands of people from starvation.

REPEOPLING THE COUNTRY.

In the second place, the introduction of domestic reindeer into Alaska will not only thus arrest the present starvation, but will assist in increasing the population. With a more generous food supply this population will commence to increase in numbers. Occupying a region whose climatic conditions are so rigorous that but few white men will ever be willing to make their permanent home in it, it is important, if we would save it from being an unpeopled waste and howling wilderness, that we build up the people who through generations have become acclimated and who are as fervently attached to their bleak and storm-swept plains as the people of temperate and torrid zones to their lands of comfort and abundance.

They are a race worth saving. I find that public opinion, gained perhaps by a more familiar knowledge of the Eskimo of Greenland and Labrador, conceives that the Alaska Eskimos are of the same small type. But this is not true.

In the extreme north, at Point Barrow and along the coast of Bering Sea, they are of medium size. At Point Barrow the average height of the males is 5 feet 3 inches and average weight 153 pounds; of the women, 4 feet 11 inches and weight 135 pounds. On the Nushagak River the average weight of the men is from 150 to 167 pounds. From Cape Prince of Wales to Icy Cape and on the great inland rivers emptying into the Arctic Ocean they are a large race, many of them being 6 feet and over in height. At Kotzebue Sound I have met a number of men and women 6 feet tall. Physically they are very strong, with great powers of endurance. When on a journey, if food is scarce, they will travel 30 or 40 miles without breaking their fast. Lieut. Cantwell, in his explorations of the Kowak River, makes record that upon one occasion when he wanted a heavy stone for an anchor a woman went out and alone rolled into her birch-bark canoe and brought him a stone that would weigh 800 pounds. It took two strong men to lift it out of the canoe.

Another explorer speaks of a woman carrying off on her shoulder a box of lead weighing 280 pounds. This summer, in erecting the school buildings in the Arctic, there being no drays or horses in that country, all the timbers, lumber, hardware, etc., had to be carried from the beach to the site of the house on the shoulders of the people. They pride themselves on their ability to outjump or outrun any of our race who have competed with them. They can lift a heavier weight, throw a heavy weight farther, and endure more than we. They are a strong, vigorous race, fitted for peopling and subduing the frozen regions of their home.

Arctic and sub-Arctic Alaska cover an empire in extent equal to nearly all Europe. With the covering of those vast plains with herds of domesticated reindeer it will be possible to support in comparative comfort a population of 100,000 people where now 20,000 people have a precarious support. To bring this about is worthy the fostering care of the General Government.

CIVILIZATION OF THE ESKIMOS.

Thirdly, the introduction of domestic reindeer is the commencement of the elevation of this race from barbarism to civilization. A change from the condition of hunters to that of herders is a long step upwards in the scale of civilization, teaching them to provide for the future by new methods.

Probably no greater returns can be found in this country from the expenditure of the same amount of money than in lifting up this native race out of barbarism by the introduction of reindeer and education.

ARCTIC TRANSPORTATION.

Fourthly, the introduction of the domestic reindeer will solve the question of Arctic transportation. The present transportation of that region is by dog sleds. One load of supplies for the trader or traveler requires a second load of food for the two teams of dogs, and they make but short distances per day. This difficulty of transportation has been one great drawback to the development of the country. It has interfered with the plans of the fur trader; it has interfered with Government exploration. Only three years ago when the U. S. Coast and Geodetic Survey sent two parties to determine the international boundary between Alaska and British America the small steamer that was conveying the supplies up the Yukon River was wrecked, and it was with the utmost difficulty that the surveying parties were kept from starvation because of the difficulty of sending sufficient food 2,000 miles along that great valley by dog sleds. If reindeer had been introduced into the country there would have been no such difficulty in furnishing food. Bills have been before Congress for several years proposing to establish a military post in the Yukon Valley. If such a post is established it is not at all improbable that a combination of circumstances may arise some winter by which the forces that shall be stationed there will be reduced to starvation unless reindeer transportation shall have become so systematized that food can readily be sent in from other regions. The same is true with reference to the Government officials whom it may be found necessary to station in that region.

The same is true of the forty or more missionaries and their families that are now scattered through that vast region; also, of the teachers and their families whom the Government has sent into that country.

These are now separated from all communication with the outside world, receiving their mail but once a year. With reindeer transportation they could have a monthly mail.

During the past three years the whalers have been extending their voyages east of Point Barrow to the mouth of the Mackenzie River, and wintering at Herschel Island. To the owners of this property it would be worth tens of thousands of dollars if they could hear from their vessels in the winter before new supplies and additional vessels are sent out in the spring. But this can not now be done. Last winter letters were sent out from the field, overland, by Indian runners that ascended the Mackenzie, crossed over to the Porcupine, and descended the Porcupine and Yukon rivers down to St. Michael, on the coast. It was ten months before those letters reached their destination. It was a great satisfaction to the owners to hear of the welfare of their ships and crews, but the news was too late for business purposes. Millions of dollars' worth of property and thousands of lives are involved in the whaling business. With the introduction of domestic reindeer into that region it will be both feasible and perfectly practicable to establish a reindeer express during the winter from the Arctic coast down to the North Pacific coast of Alaska.

The southern coast of Alaska on the Pacific Ocean never freezes, and is accessible all the year round to vessels from San Francisco or Puget Sound.

A reindeer express across Alaska, from the Arctic to the Pacific Ocean, would have a corresponding commercial value to that section as the telegraph between New York and London to theirs. It would enable the owners of the whaling fleet to avail themselves of the latest commercial news and keep a more perfect control over their business.

COMMERCIAL VALUE.

In the fifth place, the introduction of domesticated reindeer will add a new industry to that country, which will go to swell the aggregate of national wealth. Lapland sends to market about 22,000 head of reindeer a year, the surplus of her herds.

Through Norway and Sweden smoked reindeer meat and smoked reindeer tongues are everywhere found for sale in their markets, the hams being worth 10 cents a pound and the tongues 10 cents apiece. There are wealthy merchants in Stockholm whose specialty and entire trade is in these Lapland products. The reindeer skins are marketed all over Europe, being worth in their raw condition from $1.50 to $1.75 apiece. The tanned skins (soft, with a beautiful yellow color) find a ready sale in Sweden at from $2 to $2.75 each. Reindeer skins are used for gloves, military riding trousers, and the binding of books. Reindeer hair is in great demand for the filling of life-saving apparatuses, buoys, etc., and from the reindeer horns is made the best existing glue. One great article, smoked reindeer tongues, and tanned skins are among the principal products of the great annual fair at Nischnij Novgorod, Russia. In Lapland there are about 400,000 head of reindeer, sustaining in comfort some 26,000 people. There is no reason, considering the greater area of the country and the abundance of reindeer moss, why arctic and subarctic Alaska should not sustain a population of 100,000 people with 2,000,000 head of reindeer. In Lapland the reindeer return a tax of $1 a head to the Government, so that they yield an annual revenue to the Government of $400,000.

With the destruction of the buffalo the material for cheap carriage and sleigh robes for common use is gone. Bear and wolf skins are too expensive; but with the introduction of the reindeer their skins would to a certain extent take the place of the extinct buffalo.

The commercial importance of introducing domesticated reindeer in Alaska was so manifest that shrewd business men on the Pacific coast at once appreciated the great possibilities involved, and hastened, through their chambers of commerce and boards of trade, to take action urging their several delegations in Congress to do what they could to secure an appropriation of money for these purposes.

Under favorable circumstances a swift reindeer can traverse 150 miles in a day. A speed of 100 miles per day is easily made. As a beast of burden they can draw a load of 300 pounds.

The progress of exploration, settlement, development, government, civilization, education, humanity, and religion, are all largely dependent in that region on reindeer transportation.

If there is any measure of public policy better established than another or more frequently acted upon, it has been the earnest and unceasing efforts of Congress to encourage and aid in every way the improvement of stock, and the markets of the world have been searched for improved breeds. The same wise and liberal policy will make ample provision for the introduction of the reindeer, which of all animals is the most serviceable and indispensable to man in high northern latitudes.

If it is sound policy to sink artesian wells or create large water reservoirs for reclaiming large areas of valuable land otherwise worthless; if it is the part of national wisdom to introduce large, permanent, and wealth-producing industries where none previously existed, then it is the part of national wisdom to cover that vast empire with herds of domestic reindeer, the only industry that can live and thrive in that region, and take a barbarian people on the verge of starvation, lift them up to a comfortable support and civilization, and turn them from consumers into producers of national wealth.

It will be noticed that the sum asked from Congress is only $15,000. I hope that this will not be misunderstood and taken as a measure of the importance of the movement, for if the proposed results could not be obtained with any less sum an appropriation of hundreds of thousands of dollars would be both wise and economical. But so small a sum is accepted on the ground of proceeding with extreme caution. It is the commencement of a great movement that will, if successful, extend its beneficial influences as long as the world stands. Therefore we move slowly and carefully at first in order to secure that success. Commencing in a small way, the first outlay of money is not large.

So far the purchase of the reindeer has been defrayed from the money contributed by benevolent individuals.

REVENUE-MARINE SERVICE.

These gratifying results, however, could not have been attained without the hearty and active coöperation of the Revenue-Marine Service.

If this office had been required to charter a vessel for the transporting of the reindeer nothing could have been done with the small sum at our disposal.

But the Secretary of the Treasury directed that the revenue cutter *Bear*, in addition to her regular duties of patrolling the Seal Islands and the coasts of Bering Sea and the Arctic Ocean, following the whaling fleet, and inspecting the refuge station at Point Barrow, should also give what time was possible to transporting the reindeer.

To the captain, officers, and crew of the *Bear* is due much praise for the hard work done by them.

Special thanks are due Capt. M. A. Healy for his earnestness and efficiency in doing his part of the work; also to Lieut. D. H. Jarvis, Surg. S. J. Call, and Assistant Engineer Falkenstein, who were in charge of much of the shore work of loading and unloading the deer.

The establishment of schools and the commencement of the introduction of domestic reindeer into Alaska are adding largely to the importance of the annual cruise of the U. S. R. M. S. *Bear* in Bering Sea and the Arctic Ocean.

These schools and mission stations, with their large and increasing property interests, beyond the protection and reach of the courts of the Territory, are dependent upon the protecting influence exerted by the annual visit of the revenue cutter.

RECOMMENDATIONS.

I. The recent act of Congress, entitled "An act to repeal timber-culture laws, and for other purposes," approved March 3, 1891, makes provision for the incorporation of villages in Alaska.

Under the provisions of this act the citizens of Sitka and Juneau are taking steps to incorporate.

As incorporation will enable them to levy and collect taxes for school purposes, I respectfully recommend that when a village incorporates, the white school of the place be turned over to the care of the school trustees that may be elected for that purpose, and that at least one-half of the expenses of the school shall be borne by the village.

II. I renew the recommendation of former years for some provision for securing a more regular attendance of pupils.

III. With the gradual opening up of Alaska, it becomes increasingly important that the law creating agricultural colleges and experiment stations should be extended to it.

I remain, with great respect, yours truly,

SHELDON JACKSON,
General Agent of Education in Alaska.

CHAPTER XXVI.

EDUCATION OF THE COLORED RACE

I. PUBLIC SCHOOLS.

The following table gives in detail the public school statistics of the former slave States, classified by race:

Public school statistics, classified by race, 1890-'91.

State.	Number of persons 5 to 18 years.		Percentage of the whole.		Enrolled in the public schools.	
	White.	Colored.	White.	Colored.	White.	Colored.
1	2	3	4	5	6	7
Alabama *a*	290, 935	249, 291	53. 85	46. 15	186, 125	115, 400
Arkansas *a*	296, 117	112, 472	72. 06	27. 94	163, 603	59, 468
Delaware *a*	38, 755	8, 736	81. 60	18. 40	26, 778	4, 656
District of Columbia	40, 307	21, 633	64. 51	35. 49	24. 239	14, 147
Florida	75, 310	59, 690	55. 79	44. 21	56, 677	37, 342
Georgia	336, 525	315, 817	51. 59	48. 41	236, 596	150, 702
Kentucky	527, 800	90, 400	85. 38	14. 62	370, 913	55, 574
Louisiana	187, 600	199, 900	48. 42	51. 58	75, 688	55, 021
Maryland	239, 455	69, 045	77. 62	22. 38	154, 418	34, 706
Mississippi	195. 200	284, 200	40. 71	59. 29	154, 477	173, 378
Missouri	802, 400	48, 900	94. 26	5. 74	605, 107	34, 622
North Carolina	362, 000	217, 000	62. 52	37. 48	214, 908	115, 812
South Carolina	161, 963	271, 837	37. 34	62. 66	93, 024	116, 535
Tennessee	461, 600	155, 800	74. 77	25. 23	377. 879	105. 458
Texas	621, 900	190, 500	76. 55	23. 45	394, 150	121, 929
Virginia	334, 885	238, 315	58. 43	41. 57	219, 141	123, 579
West Virginia	251, 600	10, 400	96. 04	3. 96	191, 948	6, 428
Total	5, 218, 352	2, 543, 936	67. 23	32. 77	3, 539, 670	1, 324, 937

State.	Per cent of persons 5 to 18 years enrolled.		Average daily attendance.		Per cent of enrollment.		Length of school year in days.		Number of teachers.	
	White.	Col'd.	White.	Color'd.	White.	Colo'd.	White.	Color'd.	White.	Color'd.
1	8	9	10	11	12	13	14	15	16	17
Alabama *a*	63. 98	46. 33	110, 311	72, 156	59. 27	62. 48	73. 9	72. 8	4, 182	2, 136
Arkansas *a*	56. 39	52. 87	....	....	....	....	....	....	3, 770	1, 246
Delaware *a*	69. 10	53. 30	16, 798	2, 851	62. 73	61. 23	175	109. 5	605	96
District of Columbia	50. 14	65. 40	18, 504	10, 506	76. 34	74. 26	*a*178	*a*177	530	265
Florida	75. 26	62. 56	....	....	....	....	....	....	1, 956	685
Georgia	68. 52	47. 72	....	....	....	....	....	....	5, 009	2, 500
Kentucky	75. 28	61. 48	213, 816	31, 503	57. 65	56. 85	*b*100	*b*100	7, 915	1, 240
Louisiana	40. 34	27. 53	53, 503	38, 317	70. 69	69. 64	104	946	2, 116	887
Maryland	64. 49	50. 40	88, 897	17, 273	57. 57	49. 64	185. 7	175. 2	3, 331	636
Mississippi	79. 15	61. 01	93, 282	104, 298	60. 39	60. 16	....	....	4, 334	3, 212
Missouri	75. 41	70. 80	....	....	....	....	....	....	13, 258	722
North Carolina	59. 37	53. 37	130, 747	71, 016	60. 84	61. 32	60, 7	59. 5	4, 177	2, 358
South Carolina	57. 44	42. 87	67, 599	81, 004	72. 67	69. 51	....	....	2, 592	1, 671
Tennessee	81. 86	67. 69	265, 136	72, 682	70. 16	68. 92	....	....	6, 505	1, 745
Texas	63. 37	64. 01	....	....	....	....	118. 74	111. 30	8, 556	2, 553
Virginia	65. 44	51. 86	126, 848	66, 688	57. 89	53. 96	116	116	5, 710	2, 008
West Virginia	76. 28	61. 81	120, 176	3, 811	62. 76	59. 29	....	....	5, 416	184
Total	67. 83	52. 08	....	....	62. 48	62. 14	....	....	70, 062	24, 150

a In 1889-'90.

b Estimated by State superintendent.

From the foregoing table it appears that during the school year 1890–'91 there were 3,539,670 white pupils enrolled in the public schools of the States under consideration, and 1,324,937 colored pupils.

The white pupils formed 67.83 per cent of the total number of white persons 5 to 18 years of age, and the colored pupils only 52.08 per cent of the colored persons 5 to 18.

The per cent of the colored population 5 to 18 enrolled exceeded that of the white only in Texas and the District of Columbia. In nearly all the remaining States the per cent of colored enrollment fell largely short of the white enrollment.

In Louisiana scarcely more than one-fourth of the colored population 5 to 18 years of age were enrolled in school (27.53 per cent). This is only about two-fifths of the general average for the United States. Nowhere else in the Union is there so poor a school attendance as among the colored people of Louisiana.

The regularity of school attendance, as indicated by the relation of the average daily attendance to the total number of pupils enrolled, was nearly the same for both races. About five-eighths of the whole enrollment of each race were present daily on an average.

The percentage of the school population (5 to 18) enrolled, both white and colored, has made some gain since the preceding year. The change is slight, it is true, but the movement is in the right direction, as will be seen from the following:

		1889–90.	1890–91.
Per cent of population 5 to 18 years enrolled in the public schools:	White	66.28	67.83
	Colored	51.66	52.08

II. SECONDARY AND HIGHER INSTITUTIONS FOR THE COLORED RACE.[a]

States.	Normal schools.						Institutions for secondary instruction.			Universities and colleges.					
			Pupils.									Students.			
	Schools.	Teachers.	Normal.	Preparatory.	Primary.	Total.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Collegiate.	Preparatory.	Primary.	Total.
Alabama	7	70	877	692	805	2,374	4	32	949	1	7	10	35	480	525
Arkansas	3	18	160	46	80	286				1	15	14	29	264	307
Delaware	0														
Florida	1	3	14	52	0	66	2	13	536						
Georgia	3	13	154	39	67	260	11	94	3,473	2	38	23	74	843	940
Kansas	0														
Kentucky	0						2	7	242	1	18	31	67	258	356
Louisiana	3	9	156	0	0	156	4	31	655	4	63	16	95	1,571	1,682
Maryland	1	4	77	0	0	77	1	3	62	1	9	4	50	40	94
Mississippi	4	33	293	156	403	852	3	9	563	2	17	119	90	286	495
Missouri	1	7	42	163	0	205	1	2	65						
North Carolina	10	53	937	184	182	1,303	7	46	1,459	3	23	107	159	240	506
Ohio	1	5	27	27	0	54				1	9	12	25	127	164
Pennsylvania	0						1	6	300	1	14	143	63	0	206
South Carolina	5	29	613	201	523	1,337	4	28	1,544	2	25	25	139	1,108	1,272
Tennessee	6	46	440	149	566	1,155	1	8	306	4	72	93	194	1,153	1,440
Texas	2	14	168	2	168	338	4	20	937	1	5	27	11	147	185
Virginia	2	51	501	467	59	1,027	2	18	668						
West Virginia	1	8	185			185									
Dist. of Columbia	2	12	160			160				1	9	24	40	0	64
Other States			207			207			80			160			160
Total	52	375	5,011	2,178	2,853	10,042	47	317	11,837	25	324	808	1,071	6,517	8,396

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[a] For further statistics of education of the colored race, see Part III of this Report.

Secondary and higher institutions for the colored race—Continued.

States.	Schools of theology.			Schools of law.			Schools of medicine, dentistry, and pharmacy.			Schools for the deaf and dumb and the blind.		
	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.
Alabama	3	7	57									
Arkansas	1		20				1	1	10	2	23	32
Florida										1	6	15
Georgia	2	7	145							3	19	50
Kentucky	1	2	19							2	26	59
Louisiana	3	7	46				1	6	18			
Maryland	1	3	8							1	4	22
Mississippi	1	2	24							1	11	18
Missouri										2	33	17
North Carolina	3	7	69	1	1	9	1	7	48	1	10	57
Ohio	1	3	6	1	2	2						
Pennsylvania	1	7	22									
South Carolina	2	7	65	1		20				1	2	24
Tennessee	3	7	65	1	3	7	1	18	93	2	20	42
Texas	0									1	4	68
Virginia	1	4	60									
District of Columbia	2	16	78	1	5	63	1	15	74			
Other States			71			20			63			132
Totals	25	79	755	5	11	121	5	47	306	16	158	536

Number of each class of schools for the colored race, and enrollment in them.

Class of institutions.	Schools.	Enrollment.
Normal schools	52	
Normal students		5,011
Preparatory		2,178
Elementary		2,853
Total		10,042
Institutions for secondary instruction (including elementary pupils)	47	11,837
Universities and colleges	25	
Collegiate students		808
Preparatory		1,071
Elementary		6,517
Total		8,396
Schools of theology	25	755
Schools of law	5	121
Schools of medicine, dentistry, and pharmacy	5	306
Schools for the deaf and dumb and the blind	16	536
Grand total	175	31,993

Amount and distribution of the sums disbursed from the Slater fund from 1883 to 1892, inclusive.

	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	Totals.
Alabama	$2,100	$2,450	$5,000	$3,800	$4,400	$4,600	$3,600	$3,600	$4,900	$4,700	$39,150
Arkansas					600	800	800	800	1,000	600	4,600
Florida						1,000	800	800	1,000	1,000	4,600
Georgia	6,200	500	6,814	5,100	6,200	6,850	9,700	9,700	10,500	8,400	69,964
Kentucky		1,000	1,000	700	700	700					4,100
Louisiana		592	1,400	1,000	3,100	3,500	4,100	3,100	3,700	3,500	23,992
Mississippi	1,000	2,600	2,000	2,000	4,450	4,800	4,400	4,400	5,300	4,967	35,917
North Carolina	2,000	740	4,400	3,600	4,200	5,300	5,100	4,700	5,700	5,300	41,040
South Carolina	2,000	750	3,500	2,700	3,660	4,300	4,000	4,000	5,000	5,000	34,910
Tennessee	950	4,325	7,600	5,800	6,500	6,500	6,800	6,800	7,400	7,100	59,775
Texas		600	600	600	900	1,360	1,360	1,360	1,500	1,500	9,780
Virginia	2,000	2,000	3,000	3,650	4,190	4,190	3,150	3,150	3,150	3,150	31,630
District of Columbia		1,000	1,000	600	600	600					3,800
Special		550	450	450	500	500	500	500	500		3,950
Total	16,250	17,107	36,764	30,000	40,100	45,000	44,310	42,910	49,650	45,217	367,208

III. PRESENT STATUS OF COLORED EDUCATION AS RECORDED IN STATE SCHOOL REPORTS.

ALABAMA.

Observations of W. H. Councill, conductor of institutes for colored teachers in Alabama: The night mass meetings, held at all the institutes, were largely attended —crowded—and always encouraged by the best white people in the communities, many of them attending all the meetings.

While holding these meetings from year to year I have observed: (1) That there is great progress among the colored teachers in every way. (2) That the desire for industrial instruction is firm and widespread. (3) That the masses are making marked progress in general intelligence and in support of education. (4) That the white people and colored people are increasing in good feelings on all moral, religious, temperance, and educational questions, and that the whites everywhere are willing to aid the colored people along the lines. (5) That the proper kind of moral, industrial, and intellectual training is a check on any inclination or temptation to racial conflict, and guarantees an honest, peaceful, industrious citizenship to the State. (6) That the institutes are of incalculable good to popular education.

KENTUCKY.

Encouraging prospects.—The superintendent of Mason County: The condition of the colored schools in our county has been to me a matter of surprise and congratulation. The capacity of the negro children for acquiring education surpasses any thing I had supposed concerning this race. There are fifteen colored districts in our county, and most of them are taught by well-educated and trained teachers. At present our teachers mostly come from Cincinnati, Dayton, Cleveland, and Steubenville, Ohio. They bring with them a knowledge of common school training and drill which enables them to conduct their schools successfully, and I am able to report the colored schools of our county as being in a very encouraging condition.

The superintendent of Nicholas County also reports that the colored schools are progressing very well, and that the colored people seem to take a greater interest in the schools than the whites do.

Superintendent of Scott County: The colored people are making material progress in regard to schoolhouses and equipments. Several houses will be improved this year, and two new ones built. They are very much in earnest in the matter of educating their children, and are doing probably as much as they are able to do to accomplish that end. Teachers are improving in efficiency and qualification for their work. I am very hopeful of our colored schools. The people have the right spirit, and respond to all school demands to the limit of their ability.

The trouble with colored trustees.—Superintendent of Bourbon County: A public school was taught in every colored district the past year. The colored people are too poor to support a private school. However, in a few places, school is continued beyond the public term, though with little profit to the teachers. The trustees are ignorant, and, in reality, not competent to select a teacher. With many applicants before them demanding the same compensation, they often pass over the best for poor teachers. They do not understand, and can not properly appreciate, the difference between the several grades of certificates. I may also add that in some cases I have had strong suspicion that the trustees of the colored schools have been bribed. But it is impossible to get any information on a subject as to which all parties, trustees and teachers, are equally interested in keeping quiet. So that the guilty go unpunished for want of sufficient evidence. It would be well if the superintendent could, out of the applicants for a school, select a certain number—say two or three—out of which number so selected the trustees would be compelled to employ. This would enable the trustee to get a qualified teacher, and at the same time allow some margin for their choice in the matter. Without some limitation of the kind, or some guard of this nature thrown around them, they are wholly at sea, unable to discharge their duty. The colored teachers are improving, but they are not, as a class, well qualified to teach. The list of certificates granted show that few get over a third-class certificate. This is an evil which can be cured only by time. In a few years we will doubtless have capable colored teachers. The younger teachers are generally the best qualified. Better training of teachers is much needed.

LOUISIANA.

The relations between the races.—State Superintendent W. H. Jack: The relations of the two races are harmonious and happy, and each seems actuated by a true spirit to reach the highest possible standard of mental and moral culture. We are educating the negro in the same way that we are educating our own children, and are succeeding in developing him to an extent that is highly gratifying. Our method of solving the race problem is not by amalgamation or deportation, but by educating the negro children and bringing them under the renovating influences of white civilization. I would take occasion to observe, just here, that there is no such thing, in point of fact, as "race antagonism." The very kindest relations naturally exist between the two races, and there is not, and has never been, any such innate prejudice or antipathy on either side as would prevent the two races from living happily together. They understand each other perfectly, and govern themselves accordingly. The white man feels the native superiority of the Caucasian heightened by centuries of civilization, and the negro knows and recognizes the fact in all its meaning. * * *

I know of no reason why the negro, by proper training and direction, can not be made a good citizen and his race be elevated to a much higher plane than he now occupies.

Ignorance of negro teachers; one of two things should be done.—At a meeting of the Louisiana Educational Association, July, 1890, Col. T. Sambo[illegible] Jones, of Baton Rouge, said:

"Multiplicity of tongues and differences of religion have made private, public, and sectarian school interests seem to retard rather than advance the cause of education. But there is no influence that has so reduced our general average, scattered our funds, or weakened the efficiency of our system half so much as the colored contingent in the public schools. Like the rain from heaven, that falls alike upon the just as well as upon the unjust, the funds obtained almost exclusively from the Caucasian element of the population are divided, share and share alike, with the children of their brothers in black. With a furtive glance at duty we do not consider binding, we appropriate funds for colored country schools and employ the ignorant and superstitious to teach ignorance and superstition. Better have no education whatever than be organized into schools and clans where falsehood takes the place of truth, where virtue is turned to vice, and prejudice and hatred of their white superiors encouraged and taught."

Here Col. Jones related some ludicrous incidents which occurred that forcibly demonstrated the capacity and standing of the average teacher of a negro public school, showing how unfit they were to advance the ignorant under their charge. He went on to say:

"If, indeed, poverty and dejection occasionally drive a belated soul to such a profession, the finger of shame is pointed, and while we pity we scorn and despise. No young man or woman here or elsewhere dares cross the black line or take a stand at the head of a negro school to teach good morals, sound philosophy, or beautiful rhetoric. If we must educate the negro let us no longer follow the unwise and suicidal policy of importing aliens, impractical, half-educated men and women, unacquainted with the relationship of the races and the duties and responsibilities of one toward the other, to teach the inferior race heresies, to poison and prejudice them against their own welfare and our safety."

Turning to the president, Col. Jones said: "It is your duty as the head of the educational interest of Louisiana, as molders of public opinion and directors of public thought upon the question of education, to do one of two things. You should stimulate public opinion in behalf of honest, upright, competent, and learned white instructors for the colored schools, or you should prick the huge bubble that claims for them equal rights, equal education, and an equal share of the public funds with the children of our own white race."

White teachers for colored schools.—The following resolutions were adopted by the Louisiana Educational Association at its Shreveport (1890) meeting:

Resolved, That we recognize it as the duty of those interested with the employment of teachers for our public colored schools to select only those whose moral and intellectual worth shall fit him or her to the task of attempting to elevate the colored race.

Resolved, That we henceforth bend our energies to having teachers thus qualified employed in the colored schools regardless of color.

In another resolution the same association affirmed the ability and the duty of the people of the State of Louisiana to educate all its children.

MARYLAND.

Schools for colored pupils.—Dr. James L. Bryan, school examiner of Dorchester County, says in his report:

The same generous and just appreciation of the rights of our fellow white men, leads naturally to the fair appropriation of common State funds for educational purposes to the colored people of the State. The school law, in Chapter XVIII, section 96, says: "It shall be the duty of the board of county school commissioners to establish one or more public schools in each election district for all colored youths between 6 and 20 years of age, to which admission shall be free, and which shall be kept open as long as the other public schools of the particular county, provided the average attendance is not less than 15 scholars."

And yet the necessary funds for the purpose are not provided. The State appropriates more pro rata to the colored pupils than to the white ones, but the county appropriations are not so divided, nor are they sufficient to carry out the purposes of the law in this regard.

We should never forget that public school systems result from the conviction that the education of the whole people of a State can not be accomplished in any other way than by a State system and by State aid. That to be of benefit to the very class which would be most injurious to a true republican statehood, the very means of education must be furnished systematically, regularly, and fairly, and this can best be done by a tax upon all the property of the State. Such tax once raised becomes the property of the cause or interest for which it was levied, and then there can be no difference between white and colored pupils. Separate schools for the two races are a necessity, but there the difference ends, and all the expenses of the schools, their accounts, reports, are and should be upon a common basis and fairly proportioned.

IV. INDUSTRIAL TRAINING.

In all of the twenty-five universities and colleges except two, Lincoln University, Pennsylvania, and Morgan College, Baltimore, Md., instruction was given in different lines of industry. In some of the institutions special attention was given to such instruction. In Claflin University, South Carolina, more than a dozen industries are taught and $20,000 have been expended in procuring the necessary outfits, and no student is allowed to graduate until he or she has mastered some line of industry. At Clark University, Atlanta, Ga., and Rust University, Mississippi, great attention is also given to training in the industries. Among the young men carpentry and printing, and among the young women plain sewing and dressmaking are the favorite branches. This is what was to be expected. Carpentry affords opportunities for earning good wages, besides having other inducements, while printing furnishes a good livelihood and at the same time offers excellent opportunities for educational advancement. Carpentry is taught in all but five of the institutions, and printing in all but six. Sewing also is taught in all but five. Farming, gardening, shoemaking, and cooking were the other most frequent employments.

A statement of the carpentry work done at Claflin University represents very fairly the work at other institutions. The carpenter shop at Claflin University is furnished with several sets of tools. But little machinery has been introduced, as it is the purpose of the managers to make the students familiar with hand tools, such as they would be most likely to use after leaving school. Students are taught the names and uses of tools and how to keep them in order. A great variety of work has been performed, such as building cottages, shops, repairing buildings, making and repairing furniture, ornamenting buildings and campus, building and repairing fences, making and repairing agricultural implements, making wardrobes, etc.

At Clark University, Atlanta, Ga., students are taught how to make carriages and harness, which are sold in the market in competition with other manufacturing establishments. Buildings are fully equipped with tools, machinery, and steam power for the prosecution of the following industries: (1) General blacksmithing, (2) carriage-making and carpentry, (3) carriage-painting, (4) carriage-trimming, (5) harness-making, (6) shoemaking, (7) printing, (8) iron and composition molding, (9) planing-mill work, (10) drawing and designing.

"These courses of instruction are designed to fit pupils to become journeymen and foremen in the trades represented. The student is employed in model work until he acquires a sufficient knowledge of the use of tools to engage in the actual production of goods for the market. The sales of goods manufactured in these shops during the present year will amount to about $15,000. We compete with other shops and factories, and find sale for more than we can make. This is one of the very few schools in the South which combine theory, or model work, and the actual manufacturing of articles for the markets. The graduates from our shops go at once as full journeymen into regular manufacturing establishments, and some of them as foremen. We could find places for ten times as many as we send out."

Industrial training in universities and colleges; number of students in each industry.

Institutions.	Printing.	Carpentry.	Painting.	Tinning.	Brickmaking.	Shoemaking.	Farming.	Gardening.	Blacksmithing.	Nurse-training.	Dressmaking.	Cooking.	Sewing.	Other.	Total.
Selma University	(a)	(a)				(a)	(a)						(a)		
Philander Smith College	21	60								(a)	(a)	(a)	(a)	(a)	
Howard University	(a)	(a)		(a)		(a)					(a)	(a)	(a)	(a)	
Atlanta University	(a)	(a)				(a)	(a)	(a)	(a)		(a)	(a)	(a)	(a)	
Clark University	10	20	7			6			10	(a)	(a)	(a)	(a)	14	
Berea College	(a)												(a)		
Leland University	(a)	(a)				(a)	(a)	(a)	(a)		(a)	(a)	(a)	(a)	
New Orleans University	14	61		19						(a)	(a)	(a)	108	(a)	
Southern University		(a)					(a)	(a)			(a)		(a)		167
Straight University	(a)	(a)	(a)								(a)		(a)	(a)	
Morgan College	0		0											0	
Rust University	(a)	(a)				(a)	(a)			19	(a)	(a)	(a)	(a)	
Alcorn Agricultural and Mechanical College							(a)	(a)						(a)	
Biddle University	(a)	(a)												(a)	
Shaw University	(a)	(a)									(a)	(a)	(a)	(a)	292
Livingston College	(a)	(a)				(a)					(a)	(a)	(a)	(a)	
Wilberforce University		35									(a)		59	(a)	
Lincoln University	0	0												0	
Allen University							(a)							(a)	
Claflin University	79	165	92		92	21	40	12	98	15	36	35	190	305	1,180
Knoxville College	(a)	(a)					(a)				(a)	(a)	150	(a)	
Central Tennessee College	14	34		2					9	(a)	(a)	(a)	168	(a)	
Fisk University	19	(a)	(a)							(a)	(a)	(a)	(a)	(a)	
Roger Williams University	8	21	3		1						(a)		(a)	(a)	
Paul Quinn College	5	(a)					(a)	(a)			(a)	(a)	(a)		

a Indicates that instruction was given in that branch, but the number of students was not given.

At the meeting of the general committee of the Freedman's Aid and Southern Education Society of the Methodist Episcopal Church, held in Harrisburg, Pa., November 7, 1892, the report on manual training in 23 colored schools was as follows: Male students in manual training and trade schools as follows: Printing, 123; tailoring, 6; painting, 43; carpentry, 325; cabinetmaking, 9; machine shop, wood, 6; machine shop, iron, 14; blacksmithing, 48; wagon-making, 1; tin shop, 8; masonry, 23; bakery, 4; shoemaking, 28; harness-making, 25; laundry, 95; agriculture, 91. Female students in domestic economy: Housekeeping, 195; sewing, 1,117; cooking, 276; dressmaking, 248.

V.—COEDUCATION OF THE RACES.

In the catalogues of many of the colored institutions it is stated that students will be received regardless of race or sex. Usually, however, there are not many white students in colored schools. In quite a number of Northern institutions there can be found from one to five colored students, but generally these are in schools where the students are grown young men and where their intercourse is practically limited to the lecture room. So far as reported the number of colored students in Northern and Western schools in 1890–91 was as follows: In secondary schools, 80; universities and colleges, 160; normal schools, 207; theological, 71; law, 20; medical, dental, and pharmaceutical, 63. Most of the normal students here reported were attending normal schools supported by the State or city. Wherever a sufficient number of colored students are found for a separate institution, there is apt to be an institution for each race.

On this subject of coeducation of the races, Rev. J. E. Rankin, D. D., president of Howard University, Washington, D. C., said at the Mohonk Conference in 1891:

"It is true that the colored man can go to Northern institutions of learning. That is, as an individual, one of him. But ten of him together would break up any college class. Even Harvard would cease to elect him class orator. He can not be educated in large numbers, except in institutions established and maintained especially for his benefit. He can go into a few of the white churches, but not in any large number. There is scarcely a white church in the land that could exist long with 50 colored people as members, if they came en masse, if there were a colored revival. I am not complaining of this. I am speaking cold facts, frozen facts. I am not looking for it at present to be otherwise. Christian as are our theological seminaries, I believe that while the white students of a class would regard 1 colored man as a curiosity, a phenomenon, and 2 colored men as a double enigma, 10 colored men would put 10,000 of them to flight. If, therefore, you want to give colored men higher theological training, it must be provided for in schools established for colored men."

Rev. Samuel W. Boardman, president of Maryville College, Tenn., says: "Not long ago there were said to be about 20 Afro-Americans in the different departments of Harvard University. Nowhere have I seen such students appear to be more at home than in the libraries, reading rooms, and on the shady walks of Cambridge. It is well known that they are made welcome in the universities of England, France, Germany, and other countries of Europe. At Yale, Cornell, and other American colleges, they have been well represented. They have won prizes, and received in some cases the especial recognition of their classmates in appointments to class honors."

There is probably a greater intermingling of the races at Berea College, Ky., and at Orange Park, Fla., than at any other places. Both of these institutions are assisted by the American Missionary Association, and it is stated in the catalogue of Berea College that the school is intended as a source of educational, moral, and social reform. The number of colored male and female students at Berea was 188, and of white students male and female, 166. They mingle together both in the school rooms and in the boarding departments.

"At the Orange Park, Fla., school there are about 35 colored boys and girls and almost as many whites who *board*, together with many day pupils of both races. It seems that the majority of the whites in Orange Park are New Englanders, who have been there for some years. Having spent their money to fix themselves in the South and, after getting there, failing to realize what they had hoped, they became poor—too poor to send their children off to school. Not satisfied that their children should forego the training given in the Orange Park School, they were, because of circumstances, forced to send there. It is a bitter pill, however, because many of them are Southernized Northerners. At first they strongly objected, and more than once used their influence to have the colored pupils withdrawn, but with no effect.

"In the beginning the white pupils separated themselves as much as possible from the colored pupils. As the school work progressed and all the pupils became interested in the common cause of education, the differences were forgotten, the storm outside abated, and the white pupils naturally became more intimately associated with the colored pupils in class work."

VI. VARIOUS EXPRESSIONS OF OPINION REGARDING NEGRO EDUCATION AND ADVANCEMENT.

THE EDUCATION OF THE NEGRO.

[From an article by W. T. Harris in the Atlantic Monthly, June, 1892, with annotations by representative men to whom it had been submitted for criticism.]

The negro was brought to this country as a slave almost from the date of its first settlement. Two hundred and fifty years of bondage had elapsed when the issue of civil war set him free. He had brought with him from Africa the lowest form of civilization to be found among men—that in which the most degrading superstition furnishes the forms of public and private life. His religion was fetichism. [But by contact with the Anglo-Saxon race in the very close relation of domestic servitude, living in the same family and governed by the absolute authority which characterizes all family control, the negro, after two and a half centuries, had come to possess what we may call the Anglo-Saxon consciousness. For the negro of the South, with the exception of a stratum of population in the dark belt of large plantations, where he has not been brought into contact with white people through domestic servitude, but segregated as oxen and horses are—the negro of the South, with this exception, I repeat, is thoroughly imbued with nearly all the ideals and aspirations which form the conscious and unconscious motives of action with the white people among whom he lives.[1] It would be very easy to convince one's self of this by free conversation with any specimen of the colored race, and a comparison of his thoughts with those of a newly arrived immigrant from Ireland, Italy, Germany, or Scandinavia. It would be found that the negro is in thorough sympathy, intellectually and emotionally, with our national point of view, while the immigrant looks through the dark glass of his own national presuppositions, and misinterprets most that he sees around him here. Only in the second generation, and after association with the native population in common schools, the workshop, and the political meeting, does the European contingent of our population become assimilated.[1]

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[1] It is a matter for discussion whether the negro has come into the possession of what may be called "the Anglo-Saxon consciousness." I can not see how, so long as the people of this race constitute a distinct and insoluble entity in our political society, it will be possible for them to acquire the characteristics which it has taken such a long period of time to develop in the Caucasian race. (*R. L. Gibson.*)

Of course I do not say this in disparagement of the European immigrant, for he stubbornly resists our national idea only in proportion to the value of his own. But I do insist on the practical fact that the negro of the South is not an African in his inner consciousness, but an American who has acquired our Anglo-Saxon consciousness in its American type through seven generations of domestic servitude in the family of a white master. That this has been acquired so completely because of the inherent aptitude of the African race to imitate may be admitted as probable, and it follows from this that the national consciousness assumed by the black race is not so firmly seated as in other races that have risen through their own activity to views of the world more advanced than fetichism. Hence we may expect that the sundering of the negro from close domestic relations with the white race will be accompanied with tendencies of relapse to the old fetich worship and belief in magic; and this would be especially the case in the dark belt where the large plantations are found. * * *

Here is the chief problem of the negro of the South. It is to retain the elevation acquired through the long generations of domestic slavery, and to superimpose on it the sense of personal responsibility, moral dignity, and self-respect which belongs to the conscious ideal of the white race. Those acquainted with the free negro of the South, especially with the specimens at school and college, know that he is as capable of this higher form of civilization as in slavery he was capable of faithful attachment to the interests of his master.

The first step[2] towards this higher stage which will make the negro a valued citizen is intellectual education, and the second is industrial education.[3] By the expression "industrial education" I do not refer so much to training in habits of industry, for he has had this discipline for two hundred years,[4] but to school instruction in arts and trades as applications of scientific principles. Nor do I refer even to manual and scientific training, valuable as it is, so much as to that fundamental training in thrift[5] which is so essential to the progress of industry. The negro must teach himself to become a capitalist. There are two stages to this: First, that of hoarding; second, that of profitable investment. The first stage of thrift may be stimulated by adopting the postal savings device. If it be true, as is plausibly asserted, that the so-called poor white of the South is less thrifty than the negro, such adoption by our Government of the postal savings institution would be a blessing to both races.[1] We know, indeed, that the poor white in the North is chiefly in need of the thrift that has a habit of hoarding—that is, the habit of saving something from its weekly pittance, no matter how small.

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[1] Withdrawn by force from his original physical and moral environment, the negro has adapted himself to his American surroundings, and in doing so has necessarily acquired, so far as his lower intelligence permitted, the ideals and aspirations of the people to whom he was bound so long in slavery; but he is essentially still an African in the controlling tendencies of his character. When left to an exclusive association with his own people, there is a powerful inclination on the part of the Southern negro to revert to all of the distinctive features of his African ancestors. This is a fact of the utmost importance in the consideration of the proper means to be employed for the improvement of his character. The principal cause of the many failures which have been made in the effort to produce this improvement has been the unfortunate misconception that the Southern negro of to-day is simply an ignorant white man with a black skin. The American descendants of European immigrants are, in the second generation, thoroughly assimilated with the surrounding white population. The grandsons of an American, a German, and an Englishman differ but little, if at all, in the basis of their character. It can hardly be said that the negroes even of those Northern communities in which their race has enjoyed freedom for five generations are so assimilated with the surrounding white population that they are not to be discriminated from it in racial characteristics. (*P. A. Bruce.*)

[2] The first step really to be taken must be by the whites about him in letting the negro feel that he possesses inalienable rights. What he now possesses is by sufferance only. He knows that he is neither a citizen nor a man, in the full sense. (*L. H. Blair.*)

[3] I should prefer to define the course thus: First, religious; second, industrial; and third, intellectual. An ideal public-school system for the Southern negroes for many generations to come would be a system under the operation of which each schoolhouse would be devoted to the religious instruction of the colored pupils, with a sufficient amount of industrial training to impart habits of industry, and a sufficient amount of intellectual training to facilitate the inculcation of the religious teachings. As far as possible the public-school system should be made supervisory of the moral life of the pupils; it should take the place of the parental authority, which is so much relaxed, now that the watchful eye and firm support of the slaveholders have been withdrawn. (*P. A. Bruce.*)

[4] One of the discouraging features in the character of the young Southern negro is that apparently he has inherited but a small share of the steadiness and industry which were acquired under compulsion by his fathers. I am referring now to the young negro to be found in the agricultural communities. He is in a marked degree inferior to the former slave in agricultural knowledge and manipulating skill, for the very simple reason that his employer is unable to enforce the rigid attention to all the details of work which he would do if the young negro were his property. (*P. A. Bruce.*)

Dr. Harris seems to me to overestimate the value of the slave's experience in developing the habits of punctuality and obedience in descendants who were never slaves. I fear that the result is far other; that in the descendants of the slave there is an inherited disposition to be disobedient to law as a proof of the newly acquired freedom. (*Anon.*)

[5] There is need of the inculcation and of the adoption in home life, in daily conduct, of sounder principles of economy and of consumption. What to eat, what to wear, how to cook, how to provide and preserve home conveniences and comforts, how to lay by for a rainy day, must be indoctrinated, ingrained, and become a habit. In other days the African slave was cared for from cradle to coffin, and literally took no thought for the morrow. Comparatively few negroes now living were ever slaves, but the habits of servitude have been transmitted. (*J. L. M. Curry.*)

The introduction of manufacturing industries throughout the South is favorable to the rise of the poor white from his poverty. In the early days of cotton manufacture in New England, the unthrifty white people, who hitherto had lived in cottages or hovels near the large farms, removed to the villages that were springing up near water privileges. They learned how to "work in the mill," all the members of the family, from the oldest to the youngest, and the aggregate wages was wealth compared with what they had known before. In fact, they earned more than the well-to-do farmers in whose service they had formerly labored. The children now earned more wages than the parents had earned before. The work on the farm was varied and intermittent, depending upon the season. Plowing, planting, weeding, haying, harvesting, thrashing, marketing, wood-cutting, etc., are regulated by the farmer's calendar. There are rainy days, when the day laborer loses his hire; and, besides these, there are intervals between the season of one species of work and that of the next, in which no employment is offered him by the farm proprietor. If he had thrift he would find work of some kind for himself at home; he would save money and own his house. But thrift he does not possess. Hence, what he earns in the days of the working season is prodigally expended while it lasts, and the days of idleness after harvest are days of want in the household. The children are educated in the same habits of unthrift.

The rise of manufactures[2] and the removal of the ill-to-do families from the farm to the mill put an end to the periodic alternation of want and plenty in the house. Plenty now prevails, but does not generate thrift, for there is less occasion for it. The week's wages may be expended as fast as earned, thanks to the demoralizing institution of credit at the grocery kept by the proprietors of the mill. But, notwithstanding this drawback, there is more self-respect on the part of the children, who now have the consciousness that they earn their living. Manufactures and commerce bring about urban life as contrasted with rural life. The village grows into the city; the railroad carries the daily newspaper from the metropolis to the suburbs and to all towns on its line, and thus extends urban life indefinitely.

The difference between these two orders of life, the urban and rural, is quite important, and its discussion affords us an insight into a process going on rapidly throughout the South. The old régime of the large farm, with its cordon of dependent families, rendered possible a sort of patriarchal constitution. The farm proprietor, in the North as well as in the South, wielded great power over the unthrifty families of day laborers who lived near him. He helped them do their thinking, as he mingled with them in the daily work. He was called upon to assist whenever their unthrift pinched them. His intellect and will in a measure supplanted the native intellect and will of his hired laborers, not merely in directing their work on his farm, but also in their private matters, it being their habit to consult him. The farm proprietor thus furnished a sort of substantial will power that governed his small community as the head of a family governs his.

This semi-patriarchal rule which exists in the exclusively agricultural community produces its own peculiar form of ethical life. The head of the farm, who does the thinking and willing for the others in all matters that are not fixed by routine, so penetrates their lives that he exercises a moral restraint over them, holding them back from crime of all kinds. Such ethical influence is, however, of the lowest and most rudimentary character in the stage next above slavery. It presupposes a lack of individual self-determination in the persons thus controlled. They are obsessed, as it were, by his will and intellect, and fail to develop their own native capacities. He rules as a clan leader, and they are his henchmen. They are repressed and are not educated into a moral character of their own. There is little outward stimulus compelling them to exercise their independent choice. Hence agricultural communities are conservative, governed by custom and routine, taking up very slowly any new ideas.

The change to urban life through the intermediary step of village life breaks up this patriarchal clanship, and cultivates in its place independence of opinion and action. The laborer in the "mill" recognizes his right to choose his employer and his place of labor, and exercises it to a far greater degree than the farm laborer. He migrates from village to village; in the city he has before him a bewildering variety of employers to choose from. The city employer does not act as patriarch, nor permit his laborers to approach him as head of a clan. The urban life protects the laborer from the obsessing influence of the employer, and throws a far greater weight of responsibility on the individual. Hence the urban life stimulates and develops independence of character.

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[1] Until the negro learns thrift he will never be a man, no matter what his scientific or industrial education may be; therefore postal savings banks are especially desirable, indeed necessary, for him. (*L. H. Blair.*)

[2] It is vain to look for manufactures in the South. Manufactures flourish only in a cool climate. Manufacturing has for years been diminishing in the South, press reports to the contrary notwithstanding. (*L. H. Blair.*)

The recent statistics of American cotton manufacture issued from the Census Office show that great strides have been made by the Southern States between 1880 and 1890. The amount of capital invested in that industy in the Southern group has advanced from $21,976,713 to $61,124,096; the number of hands employed has advanced from 20,827 to 41,481, and the value of the manufactured products has been raised from $21,038,712 to $46,971,503. This compares very favorably with the progress made by any other group of States within the same interval. (*J. S. Means, in the "Southern States" for March, 1893.*)

In the case of the Southern slave there was none of this alternation between idleness and industry, plenty and want, that comes to the poor white at the North and South by reason of his freedom. But his will and intellect were obsessed more effectually because the slave could not be allowed the development of spontaneous, independent, self-activity. Since the civil war, however, the condition of the negro has changed, and in the agricultural region it now resembles more nearly the status above described as that of the poor white in rural in contradistinction from urban surroundings. Where the country is sparsely settled the proprietor farmer retains the dominant influence. Where the villages are getting numerous the tendency to independence manifests itself in a partial revolt from the patriarchal rule of the plantation, and the struggle leads naturally to an unpleasant state of affairs for all parties. But the urban factor in the problem is certain to gain the ascendancy, and we must see in the near future, with the increase of railroads and manufacturing centers, the progressive decadence of the patriarchal rule. The old system of social morality will perish, and a new one will take its place. In the formation of the new one the present danger lies.

If the negro separates entirely from the white classes so far as domestic relations are concerned, and forms his own independent family, he separates from the clan influence also, and loses the education of the white master's family in manners.[1] He loses, too, the education of the master's counsel and directing influence. Unless this is counterbalanced by school education, it will produce degeneracy; for to remove the weight of authority is productive of good only when there has been a growth of individuality that demands a larger sphere of free activity. In case of entering upon village life and mechanical industries greater freedom from authority is demanded, and its effects are healthful; but with the isolated life on the plantation the opposite holds.

The remedy for evils incident to these changes is, as before said, school education, provided it is inclusive enough to furnish industrial and moral as well as intellectual training.

Education, intellectual and moral, is the only means yet discovered that is always sure to help people to help themselves. Any other species of aid may enervate the beneficiary, and lead to a habit of dependence on outside help. But intellectual and moral education develops self-respect, fertility of resources, knowledge of human nature, and aspiration for a better condition in life. It produces that divine discontent which goads on the individual, and will not let him rest.[2]

How does the school produce this important result? In what way can it give to the negro a solid basis for character and accomplishments? The school has undertaken to perform two quite different and opposite educational functions. The first produces intellectual training, and the second the training of the will.

The school, for its intellectual function, causes the pupil to learn certain arts, such as reading and writing, which make possible communication with one's fellowmen, and impart certain rudimentary insights or general elementary ideas with which practical thinking may be done, and the pupil be set on the way to comprehend his environment of nature, and of humanity and history. There is taught in the humblest of schools something of arithmetic, the science and arts of numbers, by whose aid material nature is divided and combined—the most practical of all knowledge of nature because it relates to the fundamental conditions of the existence of nature, the quantitative structure of time and space themselves. A little geography, also, is taught; the pupil acquires the idea of the interrelation of each locality with every other. Each place produces something for the world-market, and in return it receives numerous commodities of useful and ornamental articles for food, clothing, and shelter. The great cosmopolitan idea of the human race and its unity of interests is born of geography, and even the smattering of it which the poorly taught pupil gets enwraps this great general idea, which is fertile and productive, a veritable knowledge of power from the start.

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[1] The increasing isolation of the negro of the South from the whites is, so far as his own advancement is concerned, the most significant fact connected with his present condition. In one point only does he come in contact with the white man, and that is in the formal relation of employed to employer. The negro and the white man are driven into this relation of necessity. In their social spheres they are as wide apart as if they inhabited different countries. They have separate churches and separate schools, and it is only a question of time for them to have, in all parts of the South, separate public conveyances. The two races resemble two great streams that flow side by side, never commingling nor converging. There is no disposition to unite. On the contrary, the tendency is to swerve still further apart. This is a fact of supreme importance in its bearing upon the prospects of the negro race in the South, for that race is essentially imitative and adaptive in its character, showing a parasitic loyalty to its environment. In a state of servitude, the negro was disciplined into a fixed and industrious life by the regulations of the system which enslaved him; he was improved in manners and elevated in his general conceptions by his daily association with the individuals of a superior white caste. This semi-military discipline of slavery is gone, and no social or personal tie now unites the home of the negro with that of the white man. (*P. A. Bruce.*)

[2] Self respect is near akin to self-support. Any one who has lived in a foreign land where class distinctions prevail knows how ineffaceable is deference to rank, sometimes approaching servility. The negro seems to assume, to feel, to act on, his inferiority. The action of the Government, of party managers, of religious organizations, of givers of pecuniary aid, of administrators of charitable benefactions, has tended to make him look to and rely upon Hercules. Slavery subordinated will, repressed intelligence, did not cultivate individuality or self-determination, and what is needed for the African is a strengthening at weak points so as to build up self-reliant character. (*J. L. M. Curry.*)

All school studies, moreover, deal with language, the embodiment of the reason, not of the individual, but of the Anglo-Saxon stock or people. The most elementary language study begins by isolating the words of a sentence, and making the pupil conscious of their separate articulation, spelling, and meaning. The savage does not quite arrive at a consciousness of the separate words of the language, but knows only whole sentences. All inflected languages preserve for us their primitive form of language consciousness, the inflections being the addition (to the roots or stems) of various subjective or pronominal elements necessary to give definiteness of application. The Turanic languages are called "agglutinative," because the power of analytic thinking has not proceeded so far as to differentiate the parts of speech fully. Every sentence is as it were some form of a conjugation of its verb.

Now, the steps of becoming conscious of words as words involved in writing and spelling, and in making out the meaning, and, finally, in the study of grammatical distinctions between the parts of speech, bring to the pupil a power of abstraction, a power of discriminating form from contents, substance from accidents, activity from passivity, subjective from objective, which makes him a thinker. For thinking depends on the mastery of categories, the ability to analyze a subject and get at its essential elements and see their necessary relations. The people who are taught to analyze their speech into words have a constant elementary training through life that makes them reflective and analytic as compared with a totally illiterate people.

This explains to some degree the effect upon a lower race of adopting the language of a higher race. It brings up into consciousness, by furnishing exact expressions for them, complicated series of ideas which remain sunk below the mental horizon of the savage. It enables the rudimentary intelligence to ascend from the thought of isolated things to the thought of their relations and interdependencies.

The school teaches also literature, and trains the pupil to read by setting him lessons consisting of extracts from literary works of art. These are selected for their intensity, and for their peculiar merits in expressing situations of the soul brought about by external or internal circumstances. Language itself contains the categories of thought, and the study of grammatical structure makes one conscious of phases of ideas which flit past without notice in the mind of the illiterate person. Literary genious invents modes of utterance for feelings and thoughts that were hitherto below the surface of consciousness. It brings them above its level, and makes them forever after conscious and articulate. Especially in the realm of ethical and religious ideas, the thoughts that furnish the regulative forms for living and acting, literature is preëminent for its usefulness. Literature may be said, therefore, to reveal human nature. Its very elementary study in school makes the pupil acquainted with a hundred or more pieces of literary art, expressing for him with felicity his rarer and higher moods of feeling and thought. When, in mature age, we look back over our lives and recall to mind the influence that our schooldays brought us, the time spent over the school readers seems quite naturally to have been the most valuable part of our education. Our thoughts on the conduct of life have been stimulated by it, and this ethical knowledge is of all knowledge the nearest related to self-preservation.

The school, even in its least efficient form, does something on these lines of intellectual insight. For the most fruitful part of all intellectual education is the acquisition of the general outline and the basal idea—the categories, so to speak, of the provinces of human learning. This intellectual part of school education could not well be more accurately directed to aid the cause of civilization. For the kind of knowledge and mental discipline that conserves civil life is the knowledge that gives an insight into the dependence of the individual upon society. The school is busied with giving the pupil a knowledge of the conditions of physical nature and human nature; the former in mathematical study, the latter in language study.

The school also educates the will through its discipline. It demands of the pupil that he shall be obedient to the rules of order, and adopt habits that make it possible to combine with one's fellows. The school is a small community, in which many immature wills are combined in such a way as to prevent one from standing in the way of another, while each helps all and all help each. For the pupil learns more by seeing the efforts of his fellows at mastering the lesson than he does by hearing the teacher's explanations. In order to secure concert of action, the semimechanical moral habits of regularity, punctuality, silence, and industry are insisted on. Moral education is not accomplished by lectures on morals so much as by a strict training in moral habits. The American school is proverbially strict in the matter of these semimechanical moral habits. They constitute the basis of self-control as related to combination with one's fellows. Leave ~~out~~ punctuality and regularity, and no combination is practicable; leave out silence and industry, and the school work is not possible. Without industry and abstention from meddlesomeness (and this is the equivalent of silence in the school) there can be no combination in civil society at large. The school secures peaceful coöperation, repressing the natural quarrelsomeness that exists among boys who are strangers to one another, and insuring civil behavior. Good behavior is the general term that characterizes the ideal aimed at by the school in the matter of will-training. A mastery of the "conventionalities of intelligence," as the "three R's" are called by a thoughtful observer, characterizes in like manner the ideal of its intellectual training.

From these considerations we can see how the common school may work, and does necessarily work, to civilize the intellect and will of the child, and how it must affect any lower race struggling to master the elements of civilization. For this scholastic training gives one the power to comprehend the springs of action that move the races which possess the directive power, and thus he can govern himself. It enables the pupil to see the properties and adaptabilities of material things, and he can subdue nature and convert things into wealth.

Here is the ground for the addition of industrial training to the traditional course of study in the common schools. The negro must learn to manage machinery, and make himself useful to the community in which he lives by becoming a skilled laborer.[1] Every physical peculiarity may be converted by the cunning of intellect into some knack or aptitude which gives its possessor an advantage in productive industry. But the skill to use tools and direct machinery is a superior gift. Invention is fast discounting the value of special gifts of manual dexterity. Science is the seedcorn, while artisan skill—yes, even art itself—is only the baked bread.

The first step above brute instinct takes place when man looks beyond things as he sees them existing before him, and begins to consider their possibilities; he adds to his external seeing an internal seeing. The world assumes a new aspect; each object appears to be of larger scope than in its present existence, for there is a sphere of possibility environing it—a sphere which the sharpest animal eyes of lynx or eagle can not see, but which man, endowed with this new faculty of inward sight, perceives at once. To this insight into possibilities there loom up uses and adaptations, transformations, and combinations, in a long series, stretching into the infinite behind each finite real thing. The bodily eye sees the real objects, but can not see the infinite trails; they are invisible except to the inward eye of the mind.

What we call directive power on the part of man, his combining and organizing capacity, all rests on this ability to see beyond the real things before the senses to the ideal possibilities invisible to the brute. The more clearly man sees these ideals, the more perfectly he can construct for his behoof another set of conditions than those in which he finds himself.

The school, in so far as it gives intellectual education, aids the pupil by science and literature. Science collects about each subject all its phases of existence under different conditions; it teaches the student to look at a thing as a whole, and see in it not only what is visible before his senses, but also what is invisible—what is not realized, but remains dormant or potential. The scientifically educated laborer, therefore, is of a higher type than the mere "hand laborer," because he has learned to see in each thing its possibilities. He sees each thing in the perspective of its history. Here, then, in the educated laborer, we have a hand belonging to a brain that directs or that can intelligently comprehend a detailed statement of an ideal to be worked out. The laborer and the overseer, or "boss," are united in one man. Hence it is that the productive power of the educated laborer is so great.

The school may indefinitely reënforce the effect of this general education by adding manual training and other industrial branches, taking care to make the instruction scientific; for it is science that gives scope and power of adaptation to new conditions. The instrument of modern civilization is the labor-saving machine. The negro can not share in the white man's freedom unless he can learn to manage machinery. Nothing but drudgery remains for a race that can not understand applied science. The productive power of a race that works only with its hands is so small that only one in the hundred can live in the enjoyment of the comforts of life. The nations that have conquered nature by the aid of machinery can afford luxury for large classes. In Great Britain,[1] for example, 30 per cent of the families enjoy incomes of $1,000 and upwards per annum, while the 70 per cent, constituting the so-called "working classes," have an average of $485 to each family. When we consider how much this will buy in England, we see that the common laborer of to-day is better off for real comforts than the nobleman of three hundred years ago. In France, 76 per cent, including the working classes, receive $395 per family, while the 24 per cent, including the wealthy, get an average of $1,300 and upwards. But in Italy the income returns show (in 1881) only 8,500 families with incomes above $1,000, while more than 98 per cent of the population average less than $300 for each family.[2] Agriculture without manufactures and commerce can not furnish wealth for a large fraction of the people. But with diversity of industry there is opportunity for many, and will be finally for all. The increased use of machinery multiplies wealth, so that production doubles twice as often as the population in the United States.

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[1] It is well to understand clearly the formidable character of the obstacles which the negro mechanic will be called upon to overcome before he can acquire, in the mechanical trades, any substantial advantage from the prosperity which may surround him. In the first place, he will encounter race prejudice; employers will prefer mechanics of their own race, if other conditions are equal. Then he will have to submit to the stress of modern competition. The skilled white mechanic protects himself by his trade union; into that he is not likely to admit the negro mechanic. If the skilled negro mechanics form their own trade unions, the superiority of the members must be of the most striking character to create a preponderating influence in their favor in the mind of the employer, who naturally leans towards individuals of his own race. Let the negro unions work at cheaper rates and the white mechanics be forced to come down to the same wages, the former would at once be exposed to those destructive conditions to which I have referred. These are the influences that diminish the prospect of the negro taking an active part in the manufacturing development of the South, except in those branches of labor which are distinctly below such as require special skill and training. (*P. A. Bruce.*)

This is the significance of manual training in our schools. The youth learns how to shape wood and iron into machines, and thus how to construct and manage machines. The hand worker is to be turned into a brain worker; for the machine does the work of the hand, but requires a brain to direct it. Human productive industry needs more and more directive power, but less and less mere sleight of hand. The negro, educated in manual training, will find himself at home in a civilization which is accumulating invention of all sorts and descriptions to perform the work necessary to supply the people with food, clothing, and shelter at so cheap a rate as to have a large surplus of income to purchase the means of luxury, amusement, and culture.

The friends of the education of the negro, North and South, have seen the importance of providing industrial education for him. So long as he can work only at the cultivation of staple crops he can not become a salutary element in the social whole.[3] When he acquires skill in mechanical industries his presence in the community is valued and his person respected. Many colored institutions have been founded for the special promotion of skill in the arts and trades, and nearly all of the higher institutions have undertaken to provide some facilities for industrial education. * * *

With the growing isolation of the negro in his state of freedom comes the necessity of a well educated clergy[4] to counteract an increasing tendency to relapse into fetichism and magic and all manner of degrading superstitions. The profession of Christianity in empty words does not avail anything, and the practical interpretation of those words by means of the ideas of fetichism secures and confirms the lowest status of savagery. The more highly educated the colored clergy, the more closely are the masses of the people brought into intelligent sympathy with the aspirations and endeavors of the white race with whom they live. For it is not the abstract dogma that gives vital religion, important though it be as a symbol of the highest. It is the correct interpretation of that dogma in terms of concrete vital issues which make it a living faith. One must be able to see the present world and its Sphinx riddles solved by the high doctrines of his creed, or he does not possess a "saving faith." The preacher who can not, for his illiteracy, see the hand of Providence in the instruments of modern civilization—in the steamship, the railroad, the telegraph, the morning newspaper, the popular novel, the labor-saving machine, the investigations in natural science—is not likely to be of much help in building up a new civilization, although he may, it is true, administer consolation to souls world-sick and weary.[1]

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[1] See Mulhall's Dictionary of Statistics (new edition, 1890-'91), pages 320-322. (*W. T. H.*)

[2] The English laborer has a greater income than the Italian, because England is the common manufacturer for Italy. Southern climates, whether occupied by negroes or Caucasians, are fatal to the rigorous demands of scientific industry. (*L. H. Blair.*)

[3] As yet public sentiment confines him principally to agricultural or other similarly unremunerative employments. (*L. H. Blair.*)

[4] The improvement of the character of the negro preachers is even more important than the improvement of the character of the negro teachers; but it is an end more difficult to reach, because the preachers can not be selected like the teachers after submission to an ordeal that tests their fitness for the positions to be filled. As a rule, the present spiritual guides of the Southern negroes are self-appointed. The most feasible plan for promoting this improvement of character seems to be the establishment of a large number of seminaries, to be controlled absolutely by the white religious denominations, in which the general system of instruction now pursued in the normal institutes, with religious courses predominating, shall be employed for the education of the students. A second Peabody or Slater, instead of leaving a large fund for the advancement of the usefulness of the normal schools for the Southern negroes, should set aside the same amount for establishing new seminaries for the education of negro preachers or enlarging the scope and improving the methods of those already in existence. (*P. A. Bruce.*)

The Christian religion, as interpreted by the modern spirit, means not only the preparation for death, but, more than this, a preparation for living. The true missionary spirit is thoroughly of this character. It bids each human being help his brother in all ways that may secure his self-help. Hence the conquest of nature, first by means of natural science, and secondly by means of useful inventions, to the end that man may be lifted forever above a life of drudgery into a life of intelligent, directive power, where brains count more than hands—this conquest is demanded by religion as a preliminary missionary movement.

The labors in social science directed to the end of discovering the best means of administering charity so that it may create activity and enterprise rather than demoralize society's weaklings; the improvement of tenement houses, hygienic precautions, public parks, and innocent amusements, all that goes to increase the interest of man in his fellow men, and especially all that goes to lift the burden from childhood—the burden that is premature and causes arrested development, stunting the soul in its growth—these are Christian instrumentalities, and are seen to be such by an educated clergy. But an illiterate clergy condemns them as works of Antichrist, because it can not see the spirit of the doctrines which it preaches. It sounds like a paradox to say that the illiterate is bound by the letter and can not see the spirit, but it is true.

It is quite important that the higher education of the negro should include Latin and Greek. The Anglo-Saxon civilization in which he lives is a derivative one, receiving one of its factors from Rome and the other from Athens. The white youth is obliged to study the classic languages in order to become conscious of these two derivative elements in his life, and it is equally important for the colored youth. A "liberal" education by classic study gives to the youth some acquaintance with his spiritual embryology. * * *

It is clear, from the above considerations, that money expended for the secondary and higher education of the negro accomplishes far more for him than similar expenditures accomplish for the white people. It is seed sown where it brings forth a hundred fold,[2] because each one of the pupils of these higher institutions is a center of diffusion of superior methods and refining influences among an imitative and impressible race. State and national aid as well as private bequest should take this direction first. There should be no gifts or bequests for common elementary instruction; this should be left to the common schools, and all outside aid should be concentrated on the secondary and higher instruction, inclusive of industrial education. * * *

The three symbols of our most advanced civilization are the railroad, the morning newspaper, and the school. The rural population everywhere is backward in its sympathies for these "moderns." The good school is the instrumentality which must precede in order to create this sympathy. But the good school will not spring up of itself in the agricultural community. It must be provided for by the urban influence of the State and nation. By judicious distribution of general funds, coupled with provisions requiring local taxation as a condition of sharing in these funds, even the rural districts may be brought up to the standard. The State as a whole gains in wealth and in the priceless increase of individual ability by education.

It was revealed by the census of 1880 that the colored race furnished a disproportionate share of illiterates even in the Northern and Pacific groups of States. In the Northern group the percentage of colored illiterates was nearly five times as large as the percentage of white illiterates—16 per cent for the colored and 3⅛ per cent for the white. In the Pacific group the same disproportion prevailed. In the Southern section of the colored population of the ages 15 to 20 years the illiterates amounted to 67 per cent, while the white illiterates were only 17 per cent of their quota; colored illiterates from 10 to 14 were 70 per cent and the white 30 per cent of their respective quotas.

The illiterate person is apt to be intolerant and full of race prejudice, and to this cause we may attribute the larger portion of the feuds[3] between the races wherever they have existed in the South. But the worst feature of illiteracy is to be found in the fact that it is impenetrable to the influence of the newspaper. Enlightened public opinion depends so much on the daily newspaper that it is not possible without it; and lacking this, an ideal self-government is not to be thought of.

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[1] One of the chief drawbacks to higher civilization in the negro race is the exceeding difficulty of giving a predominant ethical character to his religion. In the black belt religion and virtue are often considered as distinct and separable things. The moral element, good character, is eliminated from the essential ingredients of Christianity, and good citizenship, womanliness, truth, chastity, honesty, cleanliness, trustworthiness, are not always of the essence of religious obligation. An intelligent, pious, courageous ministry is indispensable to any hopeful attempt to lift up the negro race. (*J. L. M. Curry.*)

[2] The wisest course to pursue at present is to employ every means to widen the scope and perfect the methods of the normal schools for the negroes. The Hampton Institute represents in an eminent degree the true principle to be applied in this age to their improvement through the public school, that principle being embodied in the careful selection of the best material which the race affords for instructors of the young. (*P. A. Bruce.*)

[3] The feuds spring almost wholly from the enmity of the whites. The negroes generally stand for the lamb drinking below and muddying the stream above. (*L. H. Blair.*)

The most advanced form of government is that by public opinion. This is essentially a newspaper form of government. The extension of the railroad system into all parts of the South will carry the urban influence to the towns and villages, every station being a radiating center for the daily newspapers of the metropolis. The education that comes from the daily survey of the events of the world, and a deliberate consideration of the opinions and verdicts editorially written in view of these events, is a supplement or extension of the school. It takes the place of the village gossip which once furnished the mental food for the vast majority. School education makes possible this participation in the world process of thought by means of the printed page. The book and periodical come to the individual, and prevent the mental paralysis or arrested development that used to succeed the school days of the rural population.

With the colored people all educated in schools and become a reading people interested in the daily newspaper; with all forms of industrial training accessible to them, and the opportunity so improved that every form of mechanical and manufacturing skill has its quota of colored working men and women; with a colored ministry educated in a Chistian theology interpreted in the missionary spirit, and finding its auxiliaries in modern science and modern literature—with these educational essentials, the negro problem for the South will be solved without recourse to violent measures of any kind, whether migration or disfranchisement or ostracism.[1] Mutual respect for moral and intellectual character, for useful talents and industry, will surely not lead to miscegenation, but only to what is desirable, namely, to civil and political recognition.

Susceptibility of the negro to advancement.—Prof. H. Clay Armstrong, jr. (Alabama): We have but to look at his condition to-day and the illustrious examples of negro achievement in individual instances and compare these with the barbarian of two hundred and fifty years ago and less, or even twenty-five years ago, to convince us that chopping cotton is not the limit of negro capability. * * * In fact there are dangers that in some sections of the South the negroes may win in the race for educational advancement. They are worshipful of intellect, and ambitious, you may say, as a race, and especially so in some communities; fond of exhibit, perfectly able and willing to live scantily and send their children to school when their white neighbor would think it necessary to have his sons to help him maintain his more pretentious standard of life; perfect children in their love of approbation; with these characteristics we need never fear that the negro will lose the effects of all our educational efforts for him. We had rather fear that the result of the race between the negro and the plebeian class that now, as noticeably as before the war, stand between the slave owner and the former slave will be victory for the negro.

Race characteristics of the negro.—Dr. J. T. Searcy, in an address before the Alabama Educational Association: In the acquiring department, as exhibited on the plantations and in the schools, negroes are very apt up to a certain age—when they begin to reach adult life. In the plays of childhood and in the acquisitions of the primary schools, the negro children show abilities which compare very favorably, and taken as criteria of mental abilities to come they are often misleading. The negro children who show the same acquiring abilities in childhood, fall further and further behind, as a rule, as the activities incident to adult life come into play. They fall behind then in acquiring abilities, further behind in judgment and reason, and still further behind in tenacity of purpose and decision of character. Such differences come into strong relief as age advances, and as the tests of competitive life bring them into view. I believe it is very evident that the more advanced the type of race, the later in life do brain capacities ripen, or fully mature. This is another point in which individuals in the same race differ, and one in which races differ.

These facts all contribute to explain the manifold disappointments of those enthusiastic friends, who in the past twenty-five years rushed into the field, filled with the wildest expectations, believing, on the basis of old-fashioned philosophy, that all that is necessary in his case is to give him instruction and education, when he would stand out in all the capacities of the highest manhood, fully able to hold his own in the competitions of the European society which surrounds him. I have been showing that such ideas are often a delusion as regards the children of European parents, and it is the most natural of all facts that it should be the case with the African children.

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[1] Freedom itself is educatory. The energy of representative institutions is a valuable schoolmaster. To control one's labor, to enjoy the earnings of it, to make contracts freely, to have the right of locomotion and change of residence and business, have a helpful influence on manhood. These concrete and intelligible acts affect the negro far more than abstract speculations, or effusive sentiment, or the low processes of remote and combined causes. They require prompt and spontaneous action, and one learns from personal experience that he is a constituent member of society. Unquestionably, he sometimes makes ludicrous mistakes, is guilty of offensive self-assertion, but despite those errors there is perceptible and hopeful progress. (*J. L. M. C.*)

The philanthropists of the past have held these ideas to their practical disappointment in a great many cases as regards the civilization of the so-called heathen races.

They have thought that all that is necessary, in their several cases, is that some one shall be sent to instruct them in the ways of the civilization of the advanced races of Europe, when they would be equally as capable. The history of such work all over the world has shown that the races civilize just to the level of their several inherent abilities, and afterwards maintain civilization in accordance with their capacities. The ethnologist could almost anticipate the degree of the success of the missionary by a study of the type and lineage of the race, and by giving an opinion on their inherent mental abilities. * * *

I have said that no race or people is uniform in membership. There are some notable exceptions to the general average among the negroes, which can be accounted for on natural principles. There are higher and lower grades among the negroes, because there were to some extent differences among them when first imported and, secondly, to their forced artificial culture and improvement during their servitude; thirdly, to causes known nowadays as natural and sexual selection, and, fourthly, to miscegenation. These causes have produced some lines among them pointing towards excellent ability to compete, safety, and survival, but the very large majority hold the level, in the European society that surrounds them, of the classes pointing towards elimination. In intellectual and in ethical abilities they occupy the ranks of the eliminating classes as a rule.

Like all such classes of men, white or black, the negro does not bear success well. Acquisition of property, more rapidly than among the whites, begets at once inactivity and idleness, and consequent rapid deterioration of line. The children of fortunate parents among them, by reason of idle deterioration of ability, rapidly lose their property, and when in some lines examples of excellent intellectual abilities are shown, because it is exceptional in the course, the next generation seldom show it.

Time and the same natural processes that are of universal application over the whole world, by which races have risen into excellence and again fallen into decadence, prevail among the negroes as well, notwithstanding sympathy and sentiment have endeavored to show their case as an exceptional one. There is abundant latitude in this country for the negro, as well as everybody else, to help himself. Self-help improves. Strength and accomplishment come only by practice and exercise. The auto-activity of the line of descent alone gives permanency to capacity, and it can not be donated, it can only be acquired.

Progress of the negro.—Samuel J. Barrows (Boston): My recent trip through the South covered about 3,500 miles. It led me through portions of Virginia, the Carolinas, Georgia, Alabama, Mississippi, Louisiana, Tennessee, and Kentucky. I spent proportionately more time in the black belt. I visited the great centers and went through the agricultural districts. I paid special attention to social, industrial, and educational conditions. One question was constantly before me: What is the result of twenty-five years of freedom? Four lines of inquiry were constantly pursued: What is the negro doing for himself? What is the white man doing for him? How are the two races getting on together? What is the negro's view of the situation?

Industrially.—There were many who predicted that, when freedom came, Uncle Ned, in the spirit of the old song, would "lay down de shobel and de hoe;" but Uncle Ned did nothing of the kind. He took a firmer grip upon it, and advertised for a situation. He did not have to go far to seek one. His old master was the very one who wanted him. I was impressed in the South with the general fact that the negro had remained pretty much where the war left him. He was at first only a farm laborer. Many have since become farm renters, and others are on the way to become farm owners. The economic conditions are hard. The negro is handicapped by the mortgage system, or the lien upon the crop. He buys his goods on time. The time price is twice as high as the cash price. He pays exorbitant rates of interest, and heavy commissions for freightage, storage, etc. Zaccheus still exists, but it is the colored man who is up the tree. Yet there are thousands of negroes who have shown that they can break from this commercial bondage. In the mechanical trades, in commercial life, in the professions, the doors stand open to them, and they are entering into them. There is a new stimulus to inventive genius.

Socially.—It is possible to see the negro in all stages of social evolution. In the black belt you find the one-roomed cabin without windows; but cabins with one window, or two windows, with two rooms instead of one room, are becoming more common in the agricultural districts. Home-buying is rapidly going on. There is a steady accumulation of property. Social refinements are increasing with the better environment. Gradually a prosperous and moneyed class is rising. The love of color and the love of music, two fine tastes of the negro, may be expected to become important factors in his development.

Educationally.—The interest of the negroes in education is immense. They have discovered that it is the ladder on which they must rise. Both children and parents are making great sacrifices to secure it. They are not only availing themselves of the primary schools, but are supplementing the school fund and establishing and supporting higher schools. The enrollment of colored children in schools has immensely increased. In some districts they literally fill the doors and windows of the schoolhouses. Their capacity for higher education has been demonstrated. A new interest in industrial education is exhibited.

Religion.—The negro has always been marked by strong religious feeling. It has found expression mainly in emotional forms. His religion has been marked by voodooism and other superstitions. With his growth in education, he is breaking away from these. There is a marked difference between the rising generation and their parents in this respect. In the cities, especially, the extravagant emotionalism that characterized the slave days is much less frequently found.

Ethically.—Before the war the negro had no rights of property. He therefore could have little conception of what rights pertained to property. With the acquisition of property he is learning the difference between mine and thine. The family relation was not respected. There is still a great work to be done in elevating the moral standard of the colored race, but a gain is evident. Too much dependence must not be placed upon criminal statistics. A great many negroes are put into prison or the chain gang who do not belong there. The fault is more with the system and its administration than with the offender. Indeed, the prison system of the South, both as relates to white and colored people, greatly needs reformation.

Coöperative tendencies.—The negro has had to learn how to organize. The growth of building associations, benevolent associations, banks, and, in a few cases of coöperative organizations, illustrates the development of the organic spirit.

What is the white man doing for him? I have spoken of what the negro is doing for himself, but a chapter might be written also on what the white man is doing for him. Statistics will show how large a sum proportionately to their means the white people are paying for the education of the negro. The Southern whites of the better class recognize the fact that the colored man must be educated. This sentiment is finding fresh expression in educational, religious, and political gatherings. Many instances might be given of the individual generosity and helpfulness of Southern whites toward their colored neighbors. I simply wish to recognize in a general way the kindly, helpful, and sympathetic spirit which the better class of Southern white people exhibit toward the education and development of the negro.

My third question, How are the two races getting on together? will, perhaps, be sufficiently answered in the fourth, What is the negro's view of the situation?

In going through the South I was greatly interested to find what the average negro and the great mass of colored people, educated and uneducated, think of the situation. I visited the centers of negro population and sought the testimony of their acknowledged leaders in social, industrial, and political matters. * * * What impressed me in these conferences was the cheerful, manly tone of the students when they gave their own opinions. Their grievances were the last thing they spoke of. In one respect their testimony was nearly unanimous—that the colored people can do more to settle the negro problem than the white people can do for them.

Another fact seems equally evident to the negro and to the intelligent white man. It is that the problem, such as it is, is to be settled in the South. The negro is there, and means to stay there; and the white man means to have him there. The problem can not be shifted by emigration or any other device; first, because the negro is taking root just where he is; and, secondly, because the white man is rooted alongside of him. A colored man in Alabama said: "If a colored man knows how to use his muscle, I think he can do as well in Montgomery as in any other place." Another said: "In regard to living in the South, I think if a man has a trade he can get along there as well as anywhere else. He can do better than in some places." Another man from Georgia said: "A good point in the South is that all trades are open to colored people. They do not seem to be shut out of any. My brother is a carpenter, and he builds as many houses for whites as for colored. I have just received a letter," he said, "from my brother, saying that he had bought a white man's home place. The white men are going to the cities, and the colored men are buying their property." The same man from Georgia said: "I do not think our condition in the South is so bad. Under the circumstances, I think it is very good. The prospects of the colored man in the South are better than in the North. It is for him to come up, and show himself worthy of what he has got." Similar testimony was given by a colored lawyer in Baltimore:

"My belief is that the best avenue for the colored man is in the South. In the North he gets a better show for civil privilege, but in the South he gets a better chance to accumulate something." This man was born in Virginia. In a public address he said: "The best friends of the colored man are at the South. The colored people are not among the Northern people in sufficient numbers for them to line a policy in regard to them. Baltimore is a city intensely Southern in sentiment, but this city offers every opportunity that the white man has. I have almost as much white practice as colored practice. We find members of all the learned professions to be of the better class of people. If they meet a man, they expect him to be up to his profession. If they are going to meet him on equal grounds, they expect him to be equal to them. I do not ask anything for the colored man except an equal opportunity with the white man; and then, if he can not keep up, let him take a back seat." Such testimony might be multiplied. It is the testimony of the colored people on the ladder, the men who have climbed and the men who are climbing.

The colored man is rapidly learning another lesson: That the dollar will buy not only food and clothing, but social position and influence. The colored preacher does not now often preach that "the love of money is the root of all evil."

Avenues of employment.—Rev. J. Braden, president of Central Tennessee College, Nashville, at Colored Educators' Convention, December, 1891: To the query, What can the highly educated colored man do? What places of honor, trust, responsibility are or will be opened to him? We answer that we need not cross a river till we reach it, nor climb a mountain till it is in our path. Let us give the white people a little credit for the usual amount of common sense and common selfishness which belong to our common humanity. In the days of slavery they knew how to avail themselves of our labors, of our skill as mechanics. They took some pleasure in employing us because we could do the work they wanted done. They found that we could clear and plow their plantations, and they let us do it. We could cook their food, wash their clothes, nurse their children, and we did it. They found we could mend their plows, shoe their horses, make their wagons, build their fences, their pens, their stables, and even their houses, and they let us do it. They found that we were good to black shoes, brush their clothes, wait on table, drive their carriages, and they let us do it.

As freedmen they have been equally as willing to employ us in all these avocations. They have done more. They have let us work their land as renters, work on shares, paying for rent often as much as the land was worth. Sometimes we have come out a little ahead, but more frequently behind. But what is that when we have been trusted with the responsibility of managing a plantation in our own way? We have bossed the job, and have nobody to blame, perhaps, but ourselves, the man who weighed the cotton, and the merchant who sold us the corn meal and bacon. But they have done more than this; they have taxed themselves to build schoolhouses for us, and have actually put thousands of us in these schoolhouses as teachers of our own children. They have done more; they have permitted us to educate many of our young men in medicine on this sacred southern soil, and have licensed them to practice medicine without limiting that practice, by law, to colored people; they have turned these colored M. D's loose in this southland to practice on patients who may choose to call on them, when needing medical aid.

They have admitted our young men to practice in all the courts of the country, and the gentlemanly, cultured, well-equipped lawyer who has the ability to command the respect of the bench and other members of the bar, has it, though he be black enough to be invisible. The white man has found it to his interest to use us as slaves, as servants, and to open the higher avenues of labor to us in the professions. If he has done all this for us, will he not use us in any capacity in which we can serve him, when we are prepared for it?

What cares the sick man for the color of the man whom he believes is most skillful in diagnosing his disease and prescribing the proper remedies? What cares the injured man, whose broken bones need the skill of the experienced surgeon, about the color of the hands that set the bones and give him back the use of his limbs? What does the dying man care about the color of the hand that ties an artery and saves his life? What does the man care for the color of the lawyer who wins his case, saves his home, and keeps his family from want? What the country is waiting for is white men or black who have developed to the utmost their intellectual power, who have schooled themselves to think soberly, deeply, righteously; who have convictions on the great, live questions of the day, and who have both the ability and courage to maintain these convictions.

Training schools.—Rev. J. E. Rankin: Schools of training for the African are especially needed, because no man will take him as an apprentice, and no man wants to work by his side as only his equal. This is one of the fangs of slavery which will be slow to come out. Here are 8,000,000 of people. Shall they not have the privilege of building houses for themselves and for each other? Must the Anglo-Saxon insist upon the great industries as his monopoly? The problem which Afro-Americans have to solve is not really solved without that independence which can come only from a knowledge of handicrafts. Intellectual culture should go hand in hand with industrial training. The African ought to be supplied with men of his own color, competent to plan houses and build them, to take the lead in any of the trades. Thus, and thus only, can he stand alone; wherever you throw him he will land on his feet.

Need of colored dentists.—G. W. Hubbard, M. D., of Meharry Medical College, Nashville, Tenn.: It was formerly supposed that colored people seldom required the services of a dentist; however this may have been in the past, it certainly is not true now, and at the present time one or more well qualified colored dentists would be well patronized in every large city in the South; and as the people increase in intelligence and wealth they will realize more and more the importance of caring for and preserving their teeth. Owing to public sentiment the Southern white dentists can not, in many localities, treat colored patients, and they would gladly welcome well-educated colored dentists who could relieve them of this embarrassment.

Industrial excellences of the colored man.—Judge A. W. Tourgee, at the Mohonk Conference: So much has been said this morning about the industrial deficiencies of the colored people of the South that I have been greatly surprised at the omission of any reference to the other side of the question—their industrial excellences. I have always been less impressed with the industrial needs of the colored man than his industrial achievements. From 1865 until 1880 I had a peculiarly good opportunity for observing his qualities both as an agricultural and mechanical laborer, having first and last had some hundreds in my employ, and during much of the time each year travelling in different parts of the State in which I then lived. As a result of constant study of their conditions since emancipation, I do not hesitate to say that the colored people of the South have accomplished more in twenty-five years, from an industrial point of view, than any people on the face of the earth ever before achieved under anything like such unfavorable circumstances.

The manner in which they live and the things they do not do have been alluded to here as if they were racial qualities, and not fortuitous, resulting conditions. I was much impressed with the suggestions of more than one who has spoken as to what they should be taught to do, as if they were industrial babes. I would like to see any of their advisers give the colored man lessons in the management of a mule, or teach him to raise a crop of corn or cotton or tobacco, or work a bad hillside at the South. In those forms of industry which they have had an opportunity to acquire, they have shown an aptitude and success which are simply amazing, when we consider their previous lack of opportunity to learn management, thrift, and economy. The Northern man is always prompt to criticise their agricultural methods, yet the Northern farmer who goes South and relies upon his own judgment and his own labor is very generally a failure.

Industrial education.—Gen. S. C. Armstrong: The main thing, then, in the industrial system is to open as widely and broadly as possible opportunities for agricultural, mechanical, and household industries, which shall provide Negro students means to support themselves and to develop character. Character is the foundation. The training that our pupils get is an endowment. An able-bodied student represents a capital of, perhaps, a thousand dollars. We propose to treble that. When they learn a trade they are worth threefold more in the labor market. Last Saturday I gave my final words to our graduating class. I said to those forty-five scholars: "How many of you can go out into the world and, if you can not get a school, how many can work in some line of industry and so support yourselves?" There was a roar. Every one said, "I can," and every one laughed. They go out into the world smiling at difficulties, happy in their pluck and purpose and skill.

CHAPTER XXVII.

CLASS INTERVALS IN CITY PUBLIC SCHOOLS.[1]

Introductory sketch—Quotations showing the various arrangements of class intervals and the arguments therefor: (a) *The short and irregular interval;* (b) *the short but regular interval;* (c) *the year-long interval—Condensed replies showing opinions as to long intervals—Statistics of class intervals in the several grades in 465 city school systems—List of cities in which short intervals prevail—Arrangement of class intervals in the several grades in 41 large cities.*

INTRODUCTION.

The birth of the first graded school occurred in 1537, when Johann Sturm organized his famous school at Strasburg. His plan originally contemplated nine classes, corresponding with the nine years that pupils were expected to spend in his gymnasium, each class having its own teacher, its prescribed studies, examinations, and promotions, in very much the same way that our schools of to-day have. Sturm was one of the most celebrated schoolmasters of his day, and his methods were widely copied. The Jesuits adapted his system of organization to their needs, and their schools on this plan were established all over Europe and attained great popularity. The division into yearly classes in the modern German gymnasia and the French lycées undoubtedly has its origin in the same source.

The American graded school, however, is a growth which has arisen on our own soil, and while it finally showed some of the features of the European method of organization, these did not appear until the system had reached a certain degree of perfection in the line of its own evolution.

In the first part of this century—it almost seems like ancient history, now that the conditions everywhere are so different—the grading of elementary schools was a thing unknown in this country. Instruction was almost wholly individual. Whenever a pupil chose to present himself for admission into school, no matter at what time of the year, he was received. His studies were determined by the books he brought. His first lesson was apt to follow the last one his former teacher had given him. It he had been through Webster's "blue-back" speller twice, and had finished the lasf column of the tenth page on the third round, the first column on the eleventh page would naturally be the first lesson his new teacher would give him. If a class already formed had reached just that point he was put into that class. Otherwise he would probably form a new class. It was thus by no means uncommon to see a dozen or more classes in the same room studying the same book, but at a dozen or more stages of advancement in it, and altogether, a teacher with a school of moderate size, containing pupils of all ages, sexes, and sizes, might easily have 50 or 60 classes. Attend to them all? Certainly, but what attention! The little fellows received but little of it, especially those who had learned to read. Their lessons would be heard—every few days. The teacher's pet classes were called to the recitation bench often; his favorite subjects received nearly all his attention. The rest of the school whiled away the time as best they might. They "did their sums" on their slates, or droned over their "blue-backs" till they were tired, and then turned their attention to each other and to mischief, opportunities for which frequently appeared in the open mouth or bare soles of a sleeping pupil; and such opportunities rarely went unimproved.

Such were the schools of our fathers, the merits of which we so frequently hear extolled. They produced many strong men; for the favored ones the advantages of such schools are manifest. But the great majority made but little progress, either through the sheer neglect of the teacher or because, with impartial treatment, the multiplicity of classes made it absolutely impossible for the teacher to give sufficient time to any class to enable his pupils to accomplish anything of real value.

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[1] Prepared by Mr. J. C. Boykin, specialist in city school systems.

The result is clearly shown in the statement made by one of the early State superintendents that many young men and women who had attended the common district schools for fifteen or sixteen winters absolutely failed in the lowest grade of teachers' examinations, requiring but little more than a mere rudimentary education.

In the general educational revival in the thirties the need of some sort of effective classification was frequently mentioned. Horace Mann's first report, in 1836, contains a suggestion as to building schoolhouses with a view to the classification of the pupils, and many other propositions appeared with the same end in view; but all these were vague and nebulous. The necessity for reform was apparent, but actual methods for accomplishing it did not readily appear. The most that seemed to be feasible to the writers of the time was a division into three departments, usually mentioned as primary, intermediate, and high. Each one of these was to be taught by a single teacher, who should conduct the exercises in much the same way as before, excepting, of course, that there would be fewer classes and the pupils would be nearer the same age. Many schools were soon organized on this plan and came to be known as "union schools," because they were usually formed by consolidating schools already existing.

It is always difficult to say with certainty who was first in any field of effort, or to fix the exact locality in which any meritorious movement began, and the case of the union schools forms no exception to the rule; but it is probable that in Boston, where the distinction between the Latin school, grammar schools, and infant schools dates from a very early period, is to be found the first move toward grading that was made in this country. But even there the distinction was not well marked until a comparatively late period, for in a paper read by S. M. Burnside before the meeting of the American Institute of Instruction in Boston in 1832 it was stated that the schools of the village of Worcester had been conducted for eight years upon a plan similar to that described, and the difficulties mentioned by the writer as hindering the perfection of the scheme clearly show that the plan was an innovation presenting unfamiliar difficulties whose solution was not to be sought in the experience of his hearers.

As time wore on the advantages of the union schools became more and more manifest, and with experience in them came more definite plans for their improvement, though it was not until the latter part of the decade of 1840-50 that comparatively full and practical details for the organization of a graded school as we now understand it began to appear.

John D. Philbrick was placed in charge of the Quincy grammar school in Boston in 1847, and then under him the full details of a graded school began to be worked out for the first time in this country. Then it was, too, that the old ideas of Sturm, which had been transmitted to the nineteenth century from the sixteenth by means of the Jesuit schools and the secondary schools of Continental Europe, began to be successfully applied to American elementary education, and under Philbrick's skillful guidance the graded school, with yearly grades, each taught by a single teacher, and a regularly outlined course of studies, came into being.

The success of the new system was quickly published to the pedagogical world, and graded schools soon became the fad of the progressive element of schoolmen. The spread of the idea of professional supervision was concurrent with the development of the graded system, and in fact the perfection of the latter was the legitimate outcome of the extension of the former.

Many difficulties, however, attended the application of the graded system, some of which seem to us inexplicable. For instance, it was at one time doubted and earnestly discussed whether there were any right on the part of the school authorities to prescribe a course of studies or to specify the text-books to be used, such things being seriously asserted to be intrusions on the right of the parent to determine what sort of education was suited to his child. Then, too, the practical difficulty arose of adapting the buildings already existing to the requirements of the new system. But these troubles gave way to the evident advantages of the graded school in both economy and efficiency, and by 1860 grading was the rule in nearly all the cities and large villages.

In many localities the system was not, for various reasons, applied in the manner in which it was advocated by its most enthusiastic supporters, but during the sixties and early seventies strict adherence to a rigid system of classification into grades of yearly interval, with the attending features of annual promotions, written examinations, per cented markings, etc., was to be found in nearly every town or city of any considerable size.

The pendulum had swung from the extreme of no system to the extreme of all system.

Then critics began to appear; and the bed of Procrustes entered upon its long tour of duty as a simile for the graded system. Perhaps the reader is not unfamiliar with it even in the educational literature of the present time.

Among these critics were to be found men who had participated in the administration of systems upon the rigid plan as well as those whose experience had been in schools of a somewhat different type, a few words concerning which may not be amiss.

It has already been stated that the idea of grading arose from the *consolidation* of schools. In such cases the increase of pupils had previously been provided for by the establishment of new and independent schools, and upon the consolidation each teacher retained much of his independence. As pupils further increased in numbers the principle of equality of teachers was to a great extent continued in the further subdivision of the pupils forming new grades until the point was reached of having a separate teacher for each year's work.

The other type of schools grew according to another plan. When the number of pupils became too great for one man an assistant would be employed who would "hear the lessons" of the classes indiscriminately as the principal directed. At first the assistant would occupy a distant corner of the principal's room, but as time passed on separate rooms were provided for them, the pupils sitting ordinarily in the principal's room, and going into the assistant's room to "say" their lessons. Thus far there was no real departure from the old plan. The methods of management were the same, and the intervals between the classes as short as before, the only difference being that there were more teachers to care for the greater number of pupils.

The effect of the discussion of classification is seen in these schools in the establishment of "primary departments," "intermediate departments," and "grammar departments," etc., as the schools grew larger, but in each of the departments there was an entirely independent principal teacher, all of whose pupils sat in his room when at study and proceeded to adjoining recitation rooms to receive from assistants the lessons which the principal had not time to give. This was the "department system" as distinguished from the "graded system."

In the course of time the advantages of the graded system became so plain that all the principal cities swung into line. St. Louis determined upon its adoption in 1857, though it was several years before it was fully in operation. But the old traditions remained. The "department plan" during the years in which it had been in operation had been systematized to a great extent and most of the objections to the old ungraded schools had been modified out of existence. The classes were certainly numerous as judged by the standards of the graded system, but not so numerous as to be harmful. The teachers were accustomed to conduct a number of classes. The schools were running smoothly in that groove, and to a certain extent they stayed in it after the adoption of the graded system, for when a full and detailed course of study was first adopted for the St. Louis schools in 1862, we find that the unit of division was the quarter, and not the year; that the average interval between classes was ten weeks instead of forty, and that each teacher instructed not one class only, but two, three, or even four or more classes—plainly all relics of the old department plan of instruction. In short, in the cities of which St. Louis is the type the rigid graded system has never been in vogue as it was in most of the Eastern cities.

It was but natural that prominent among the first to point out the defects and dangers of the rigid system was W. T. Harris, who, as assistant principal, principal, assistant superintendent, and superintendent of the St. Louis schools had been accustomed to the elasticity of the system there, and who, more than anyone else, was responsible for it.

In his report for 1871–'72 he set forth the advantages of the St. Louis system as opposed to the system involving long intervals between classes and set times for promotion from grade to grade. The report attracted wide attention and was warmly discussed in educational gatherings. Among the most conspicuous of the advocates of the rigid system at that time was Supt. H. M. Harrington, of New Bedford, Mass., who went so far as to hold that even individual promotions at times other than the end of the school year are pernicious.

The effect of this and similar discussions is apparent in the many modifications that have been made in the graded system, all tending to relax its rigidity and make it meet the needs of individual pupils in a way that was impossible with the former plan of classification and promotion.

With a view to ascertaining to what extent these modifications have been made in the annual intervals between classes which formerly prevailed almost universally the inquiry whose result is appended was instituted. All cities and villages of 4,000 inhabitants and upward, 816 in number, were addressed, the questions covering not only the methods in use, but also the views of the superintendents, the latter indicating to what extent further changes may be expected. Four hundred and sixty-five superintendents replied. Of these, 149 report that in all grades up to and including the eighth elementary grade the class intervals are less than a school year.

These cities may be said to have adopted the short interval plan entire, since the eighth is usually the highest elementary grade.

The statement is sometimes made that short intervals are peculiar to the schools of Western cities. That no such geographical limitation exists is evident from an examination of the list of cities in which the plan prevails. Forty-seven of the cities are located in the North Atlantic division, 4 in the South Atlantic, 12 in the South Central, 77 in the North Central, and 9 in the Western.

Many small cities, in which the pupils are too few to secure classes of the requisite size with shorter intervals, retain the yearly plan in the higher grades through necessity, although the preferences of the superintendents are in the other direction. In many systems, however, the long interval is the rule in the higher grades through the choice of the managers. In Denver, Colo., for instance, the interval is three months in the lowest grade, four months in the second, four and a half months, or a half year, in the third to the sixth, inclusive, and a year in the seventh and eighth. A few superintendents who adhere in theory to the strict year plan report shorter intervals in the lowest grades as the result of the admission of new pupils in the midst of the school year.

The great disparity between the number of those who express a decided preference for short intervals in reply to direct questions, and the number of cities in which such class intervals actually exist is remarkable. This may be explained in part by the impression that seems to prevail that short intervals involve a more frequent change of teachers and a greater number of them, and consequently a greater expense. This, of course, need not follow, but the belief that such is the result is undoubtedly the reason that a great many who perceive what they consider the pernicious effects of the yearly intervals do not apply the remedy. In many cases a change to the short interval has been determined upon, but not yet put in operation. Cleveland, Ohio, is a conspicuous example.

These two causes, with the prevalent spirit of conservatism, may be the explanation for the differences between the theory as indicated by the replies to the questions and the practice as shown by the table.

It may be observed that no description has been attempted in the foregoing of the points of difference between the several plans mentioned, that having been left to the appended quotations from the superintendents under whose direction the respective methods are in operation. They are best fitted to describe their methods and they know best the advantages offered by the systems they advocate. It is intended to present as far as may be all the principal plans in use, and the strongest arguments for each.

Following the quotations showing the several devices is a presentation of the substance of all the replies to the questions asked in the circular. These serve to indicate the trend of sentiment upon the question under consideration.

The tabular statements following are self-explanatory. They show the statistics of class intervals in all the 465 cities reported, the names of the 149 cities in which the intervals are less than a year, and the details of arrangement of the intervals in 41 of the largest cities of the United States.

I.—QUOTATIONS SHOWING THE SEVERAL METHODS OF ARRANGEMENT OF CLASS INTERVALS.

A.—The Short and Irregular Interval.

THE ORIGINAL DESCRIPTION OF THE SHORT INTERVAL.

W. T. Harris, in his report as superintendent of the St. Louis (Mo.) public schools, 1871-72.—The tendency of all classification is to unite pupils of widely different attainments. Especially is this found in the small schools. The consequence is that the lesson is too long for some and too short for others. The best pupils in the class are not tried to the full extent of their ability; they consequently lose in some degree the discipline which they should gain. The poorest pupils of the class are strained to the utmost. They are dragged, as it were, over the ground without having time to digest it as they should. This develops the result that the overworked pupils are frequently discouraged and drop out of the class and likely enough out of the school altogether. In large systems of schools where classification is very perfect the evil here spoken of need not occur to a serious degree. But it does so very frequently from the fact that the course of study is laid out in grades (ten, more or less, in number) and all pupils are classified or graded so that each belongs to one of these grades. All the pupils in the grade must be in the same degree of advancement at about the same time. The result is that the school is classified in such a way that there are ten classes separated by intervals of from five to ten months' work. Then promotion is made from one grade to another at set times, annually or semiannually. All who pass the examination commence the work of the next grade; all who do not continue until the next examination in the work of the grade through which they have just passed.

The effects of this is well known to all teachers who have made experiments in this direction. Both parent and pupil feel very keenly the time lost. The pupil must have been over much of the work of the year; perhaps nine-tenths, or three-quarters, or perhaps only one-half of it. Yet what he has done entitles him to an advanced position over his fellow-pupils of the next class below him. If he returns to school after being thrust back a year for his lack of less than half a year, he appears in the ranks of a class who were a year's work behind him. He has lost his ambition; he is some time in the class before they come to work that is difficult to arouse him to the exertion of his full energies. Meanwhile he has lost his discipline for hard study, and he is very likely to break down a second time on the work of the year. A second failure for promotion is nearly sure to cause withdrawal from school. The parent has lost faith in the talent of his child, and puts him into business or appentices him to a trade. The youth has lost his own confidence in himself, and is stunted for intellectual growth for the rest of his life.

Was there any advantage in this kind of grading? How could it otherwise have transpired? Instead of the Procrustean bed of grades, the pupils should have been classified into classes of thirty or less each. These classes in all large schools would be separated by intervals of about five weeks' work. As often as these classes, any of them, become too small by the withdrawal of pupils, or too large by the assignment to them of newcomers, there should be a new formation of classes. The best pupils of one class should be sent up to the next, the best from the next below are to be promoted and joined with the pupils remaining. Those not promoted are now united with the best of the class that is five weeks' work behind them. The degradation is scarcely felt. It is rather called, in both cases, a promotion of the best ones—not a degrading of the poorest. It is a process of cutting up the school into classes anew, and, as a matter of fact, the pupils need not have changed rooms to any very great extent.

A set time for examination and promotion is injurious just in the ratio of its infrequency. Annual examinations for promotion and a discontinuance of promotions at other times is an extremely pernicious system, and occasions serious injury to the higher grades of our schools. It is evident that the farther advanced the pupil the more unfavorably will it affect him; and yet in our schools throughout the country the system is so arranged that this Procrustean device applies more especially to the advanced pupils. In how many of our cities is there promotion to the high school oftener than once per year? What becomes of the pupils who lack one per centum of making the standard required? Are they not sent over the work of the highest grade of the grammar schools again, and thus made to occupy a year in doing what they might do in one-fourth of that time? And do they not leave school at this crisis more than at any other time in the whole course?

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For schools where the number in each grade fell below the requisite thirty wherewith to form a new division, of course this plan of subdivision could not be carried out. But so far as the first [highest] grade of the grammar school is concerned this would rarely happen and still less likely would it occur with classes below the highest grade.

The principle is clearly this: Not a Procrustean bed of grades on which the school is to be stretched so as to reduce the number of grades of advancement to ten or any other special number, but a thorough classification of all the pupils into classes on a certain quota as a basis, whether this be thirty or twenty-five, or whatever other number is considered the best. The endeavor will be to have the classes separated by as small an interval as possible; but four, six, or even ten weeks' work is small enough for all practical purposes; and in order to make this arrangement uniform the pupils in upper grades, when too few to form classes with the required quota, should be brought together in central schools. If the highest grade in the high school consisted of sixty pupils or more, the division of it into two classes would be required.

This process of continual readjustment of classification in our schools will render the whole system elastic and mobile. Like the current of a river there will be everywhere forward motion—in the middle the current is more rapid, at the sides the current flows more slowly. The work of the grade laid down for a year's study will be accomplished in three or three and a half quarters by the brightest; by the dullest and slowest in five quarters. There will be no temptation to push on a slow pupil or drag him beyond his powers; no temptation to promote a pupil to a new grade's work before thoroughly completing what is below him. * * *

There may be some points on which doubts may rest. For example, it may be urged that this system would cause a collection of the dull and stupid pupils into classes by themselves, a deplorable result. But this is one of the evils which this system is adapted to correct. The fact that the best pupils from below are allowed to rise through the masses above them as fast as their ability can carry them is surely not likely to prevent the slower pupils, who are their companions, from exerting all their energies and making considerable progress. The stream of bright pupils from below is inexhaustible. From the primary grades it ascends, continually passing fixed points or points that move on more slowly. In every class there will be its quota of bright pupils, some leading the class, and some just sustaining themselves in it, having recently joined it. But in the old system all the bright pupils had attained the top of the class and the dull ones had fallen hopelessly to the bottom long before the needed reclassification took place.

Another may urge that this system causes so rapid a change from teacher to teacher that the very important personal influence of the teacher is materially impaired. But under this system in the higher grades the pupil would hardly change teachers oftener than once or twice per year, and a change as often as this is desirable for the healthy individual culture of the child. The school should not be a family influence exclusively. It is the transition to civil society; consequently the pupil must change teachers often enough to correct any one-sided tendencies of social culture that he may be liable to acquire from the individual teacher. For it must be remembered that reclassification of a whole school of 700 pupils, distributed through 12 rooms, does not imply a change of teachers on the part of more than one-sixth of the pupils, even when one-third of the best pupils in each class are promoted to the next higher. Each teacher having two classes (or, in the lower grades, three classes) will have one-third of the pupils from her advanced class promoted to the lower class in the next room above; she will likewise receive from the next room below one-third of the pupils from the advanced class there. In her own room, one-third of the pupils will be promoted from her second to her first class, but will still remain under the same teacher. In fact, she will have promoted to the next room one-sixth of her pupils, and have received one-sixth from the next lower room—that is to say, one-third is premoted from each class; but, practically, this is the maximum, and in ordinary cases a less proportion of the class will be transferred. If reclassification is instituted four times per year, and on each occasion one-sixth of the pupils are promoted to the next room, it will follow that each pupil will be taught one year and a half by the same teacher. But, as frequent transfer is necessary in some schools, to make up for the depletion of pupils in the higher grades, it will happen that this period will be reduced one-half or two-thirds. * * *

The psychological effect of successful competition has been alluded to before. The moderate scholars of a higher class may find themselves at an advantage as compared with the best pupils newly promoted from the class below and are likely to take fresh courage.

The question is likely to arise: Do these pupils who are promoted from one class to the next omit that portion of their studies gone over in the interval of time between the two classes? It is expected that this will be taken up by a review of the ground embraced in the mentioned interval.

THE ENTIRE FIELD SHOULD BE WORKED AT THE SAME TIME, SO THAT PUPILS MAY BE EASILY PLACED IN ANY PART OF IT.

J. L. Pickard, formerly superintendent of public schools, Chicago, Ill., in "School Supervision" [*New York: D. Appleton & Co.*].—One method of administration places the several grades, as it were, in a series of rooms adjoining but separated by a wall in which is a closed door. Once a year the door is opened for the passage of those who are provided with cards bearing the requisite percentage mark, and then closed for another year. To obtain these cards is the sole aim of the children, who think only of release from one cell and of admission to another, which they hope may prove more attractive, but of whose attractions they have no knowledge. They are not lured upward and onward. They are goaded by the dread of continuance for another year in the room which has lost all its attractions for them. Wise supervision has succeeded in opening the doors more frequently; wiser supervision has rested less upon cards of admission bearing percentage marks and more upon cards of merit obtained from watchful and loving teachers; wisest supervision has removed the doors entirely, so that constantly a stream of influence flows downward, arousing a healthful ambition, inspiring self-activity, and furnishing a worthy motive for advance; and in response to this influence there is a steady movement of pupils upward.

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Motion is universally acceptable to the human race. Motion forward is specially pleasurable, even though landmarks must be studied to make it observable. To the race all days are alike, but to the individual there are days marked by a red line. In the child's calendar the promotion days are red-lined days. Promotions, technically so called, should not be discarded. Preparation for them is exhilarating, success is refreshing, and even failure is not without its healthful influence. Their value, however, is impaired when they are made the end of all effort. Nor should promotions occur at certain set times predetermined. Especially harmful will prove the policy of making promotions synchronous with the end of a school year. Under such a system indolence prevails at the beginning of the year and cramming at the end. Just when, as the result of faithful work, teachers and children need lessened rather than increased burdens, the system of annual examinations and promotions at the end of the year will wear out both teachers and children in mind and body. In every large system of schools the rank of classes should be such that the whole field of study is under cultivation at all times. There should be no gaps of a year's length at any stage of a child's progress—least of all in the earlier stages—over which none can leap, and which prove discouraging to the pupil lacking in physical strength or in mental grasp. The opportunity for advancement by a series of short steps encourages to rapid promotion and the feeling that a little lost time does not put a pupil back out of sight of his former classmates gives him a hope of regaining his lost place. The superintendent's ideal should be a stream flowing steadily, with its particles mobile, ready to glide forward or to slip backward a little if force of circumstances so decree.

SOME FEATURES OF THE OLD UNGRADED SCHOOLS WOULD IMPROVE THE MODERN GRADED SCHOOL.

Mr. John Kneeland, in the Report of the Board of Supervisors of Boston, Mass., for 1891-92.—Graded schools have been and are still open to the objection that they do not allow all the pupils to work, each up to his full ability. The brighter pupils must at intervals mark time, that the slower-minded may have an opportunity to catch up with them. Marking time does very well in gymnastics, but has a deadening effect in its application to mental efforts; and, by and by, reduces the pupil to such a condition that marking time is no longer required. Only that effort is made which is necessary to keep up with the class; and the habit of doing one's best under the exhilaration of quickening influences and of engaging studies gives place to the habit of mediocre exertion. Who, for instance, familiar with the schools, has not been often saddened to find pupils who were bright and eager workers in the primary school sunk to the level of careless plodders in some lower class of a grammar school? Who has not found in the lowest classes of the primary school bright children from the kindergartens subjected to the same processes of instruction and kept down with the newcomers who had had no previous training? These, it may be claimed, are exceptional cases. They are, however, not infrequent; and they indicate clearly the wrong done by the neglect of the true principle of classification, and a too rigid adherence to the letter of the course of study.

What can be done, then, toward enabling every pupil in the class of a graded school to work up to his full ability, and pass from one grade of work to another as soon as he is prepared for such advance? One look at the old-fashioned district school may give us a hint. Notwithstanding the manifest advantages of the graded school, the ungraded had some advantages it is best to keep in sight. In the latter the pupils were carefully classed in the various studies according to their ability and advancement, but the way was left open for the easy and prompt passage from one class to another. It was common to see pupils advance from one class to another during a single term, and, elated by their success, push on eagerly for the next advance. There was no attempt to bring a certain number of pupils to a fixed level of attainment in all studies before there could be an advancement of pupils in any study. Can there not be something of this free way of working in what we call the graded class?

The pupils of a large graded class are seldom, if ever, of the same absolute grade; but they are near enough of a grade to enable a teacher to make very much of her instruction general, and herein is an advantage. If, however, she treats them as all of a grade, and endeavors to make them all move on together at an average pace, she does not give the alert minds of her class full opportunity. A wiser way would be to allow the class by a natural process to become divided into sections, and one section, if need be, to advance faster than the other. The course of study lays out the work for the different classes, but it does not require that only such and such work shall be done in any particular schoolroom and that all that work shall be done by all the pupils in the same time. It means that what it outlines for any class shall be done as a stage in the pupil's progress, and when it is accomplished, though the pupil remain in the same room with the same teacher, he is entitled to pass on to the next stage. It is a wrong to him to hold him back. A sixth-class teacher, for instance, should not think, her sixth-class work having been accomplished before the time for regular promotion, that it is forbidden her to enter upon the fifth-class work, but should rather feel that the necessity is upon her to allow no slackening of interest on the part of her pupils, but rather to give them the pleasurable excitement of a move onward.

It sometimes happens that pupils ready for promotion are held back because there are not accommodations for them in the room occupied by the next class. The promotions are made upon the principle that as only so many pupils can be accommodated in the room above, the line of promotion must be drawn at that limit. There can be no question that this is entirely right as far as passing from room to room is concerned, but all wrong as deciding the passing from class to class. There is always room in the class above. Let the pupils have free way to press forward and occupy it.

There may be schools where something would be gained by allowing teachers to hold their classes through the work of two or three grades. A thoroughly good primary teacher, for instance, taking fifty pupils through the three divisions of the primary grade, would give them a better fitting for the grammar school than would three different teachers, though equally good, taking them in succession. Much time is lost in gaining the acquaintance of the pupils and learning their individual characteristics. Besides, each teacher keeps within her vision only the narrow limits of her special work. The single teacher, thoroughly understanding the abilities and dispositions of her pupils from the beginning, can go along with them step by step, relating her instruction and direction to the farther-off results she is to reach, seizing opportunities to connect the present fact or experience with things to be accomplished later. The same thing can be said in regard to arrangements for more continuous teaching in the grammar schools. Were teachers all alike capable, there could be no question of the advantage of such arrangements. Are they not of sufficient capability in most schools to carry out to some extent such a plan of work with some gain for the pupils?

Whatever the position assigned the teacher in respect to class work, however, it does become her duty, when she receives a class, no matter how it is labeled and what work it is supposed to undertake, to reach as soon as she can a knowledge of its real condition as a whole and in respect to its individual members. Whatever is lacking in previous training necessary to the advance she is called upon to make must first be supplied. The majority of pupils may be all ready to go on, but the others may need special help in certain directions. The problem is how to render that special help if no provision is made for it in the general arrangements of the school. As under no circumstances should a part of the class be held back to go over familiar ground to accommodate the rest of the class, as is too often done under the name of reviewing, the division of the class seems a necessity if all are to be justly dealt with. Teachers who are called upon to teach two classes, or one class in two sections, generally dislike the arrangement. At first thought it seems to add to their labors, and make a just distribution of their time and efforts more difficult. But what if it does? Are they not willing to take an additional burden, if they can thereby benefit their pupils? They will probably find, however, after becoming habituated to such an arrangement and having learned how to make the right adjustments, that they can get better results and carry on their work with more ease, because with more satisfaction to themselves.

The simultaneous instruction of all the pupils of a class in all their studies has one disadvantage not often enough considered. It either compels the using of the school time almost entirely in recitation or some other general exercise, or it deprives the teacher of the opportunity of fulfilling to the extent she might her function of teaching. Suppose one hour of the day is set apart for arithmetic. The teacher may require one-half of the hour to be given to study, while she sits at her desk and gives such individual help as is requested, and give the other half hour to recitation. The same may be done in regard to other studies. The half hour is occupied with a class of fifty. In some exercises all the pupils cannot be reached in that time. Now, suppose a division of the class: one-half recites while the other half studies. Does not this give the teacher an opportunity to come into closer contact with the individual minds, and get from each pupil the steadiest and most effective work? This is only by way of illustration. In actual practice the studying time of the one-class system is greatly abridged; much the larger part of the time is taken for recitations and general exercises.

Another consideration may here be presented. Suppose a teacher doing sixth-class work with one pupil to instruct, giving such time to each study as is now required, what part of the year would she require to take him over the whole ground? How far beyond the requirement in all his studiescould she take him in the course of a single year? What number of pupils can she take and work together, and yet do for each pupil all that she can do for a single pupil? There must, of course, be a limit to this number. Now, whatever the number of pupils to be taught, the true economy of time and effort is to manage that number in such a way as to give each pupil as nearly as possible all the advantages he would have if taught by himself. To hold the concentrated and continuous attention of fifty pupils through a recitation as the attention of one can be held is certainly impossible for most teachers. But a limited number of pupils can be worked together as one, with the advantage, too, of a quickening influence upon each other. The burden laid upon the teacher is to awaken an interest in all her pupils, to keep them in the right temper of mind for required work, to have ready for them the right kind of employment, and to hold their concentrated attention during instruction and recitation. That she can do all this to the fullest helpfulness of all the pupils by dividing them into groups or sections, according to their abilities and acquirements, seems certain, as far as considerable of the required work is concerned. Much of the instruction must, of course, be general. It is as easy to tell fifty pupils some fact as it is to tell it to one pupil. But it is not so easy to make fifty pupils, varying as they must in mental characteristics, move along together in reading or arithmetic, even at a slackened pace, as it is to hold together half that number of pupils, nearly alike in mental alertness and acquirement, in a quicker movement. To divide a class into two sections for purposes of teaching may seem to be doubling the teacher's labor, but, in reality, it lessens it. Pupils working within and up to the limit of their abilities work with more ease, and require less urging and direction by the teacher than when forced beyond their power to grasp and hold. Call to mind the misdirected energy put forth by a teacher laboring with what to her seems stupidity, the amount of breath she sometimes expends in heightened and rasping tone, the wear and tear upon her amiabiilty in wrestling with the wandering attention of her class, and there will be no difficulty in conceiving that the simultaneous teaching of a large class is not always a labor saving process.

THE LIMITATIONS TO BE OVERCOME.

Supt. Frank A. Fitzpatrick, Omaha, Nebr., in Northwestern Journal of Education.—The graded school represents a solution, or a partial solution, of the difficulties encountered in the ungraded or partially graded schools.

A perfect system of classification would be such a scheme as would take care of *all* the irregularities incident to school life. For instance, such a subdivision of classes that a pupil who was absent one day or two days could, upon his return, drop into a class that was studying precisely the same lessons that the pupil would have recited had he not been absent.

But the best system of classification is not attainable, for the reason that in our urban existence we have limitations that are speedily encountered and can not be overcome.

One limitation is that we have not a sufficiently large school attendance that we may have enough pupils to form classes under such an arrangement. And were this limitation removed, we have not a sufficiently dense population that could be placed within a convenient distance of the school buildings.

Hence the problem of classification becomes a search after the best possible, taking into consideration our limitations and environment. And that system is best for any particular locality which gives the utmost possible plasticity without reducing the number of pupils in each class to such a number as will entail too great a burden upon the community greater than efficiency requires.

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A grade in school nomenclature means the work of one school year. Schoolmen have not as yet agreed on the length of time that is required for the average child in the average community to complete the work included in the common-school course of study. In the West, however, we are agreed that eight years is a sufficient period of time, and quite a number of able men believe that seven years is sufficient.

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The next phase of the question is the arrangement of the pupils in each grade into classes according to the attainments, capacities, etc., of the individual pupils in each grade.

Here is where our limitations press upon us. If we make but one class or division in each room, the teacher will not be economically employed; if we make too many classes in each grade, the number of pupils in each class will become so small that the teacher handling two classes, which is probably the maximum, will not be economically employed, and the result will be too many teachers for the wealth of the town to take care of, and a consequent reduction in salary of efficient teachers and an ultimate financial breakdown.

Here lies the weakness of the graded system, because we are compelled by our limitations to place children of varying attainments, will power, capabilities, and opportunities into the same class.

The defect is inherent; all that is possible is to reduce the difficulty to its lowest terms. The number of pupils in any individual school system is the constant factor in the treatment of this question of classification; the character, size, and location of school buildings variable elements.

In other words, in a school system having a daily attendance of 400 or less, it will not be advisable to have any subdivision of classes in each grade, except for purposes of convenience, and when each class in the grade will represent the same degree of advancement.

In systems having from 400 to 1,200 pupils in daily attendance, it will be found advisable to have two divisions or classes in each grade, the interval between each class being one-half the school year.

In systems having from 1,200 to 2,000 pupils in daily attendance, it will be found advisable to have three divisions or classes in each grade, the interval between each class being one-third of the school year.

In systems having 2,100 pupils and upwards in attendance, four subdivisions or classes in each grade or year will be found advantageous.

The shorter the interval between classes, the better the school will perform its function of adapting itself to the needs of the community.

The more easy it is to classify pupils of varying attainments and capacities, the more easy it is to make special promotions where pupils are able to do more work.

The more plastic a system of schools becomes in the direction of allowing properly regulated special promotions, the better the system.

The limitation here upon the creation of classes with short intervals between them is that the number of pupils in each class must not fall below twenty, otherwise we shall trench over on the other side.

In a properly managed school system the classes are perpetually undergoing disintegration and reintegration. Crystallization into any one absolute form is death, just the same as it is in physical life.

When a new class of pupils is organized, there may be a complete homogeneity, but after ten short weeks have passed away the pupils in this class will appear in three different and divergent forms. A certain percentage may be classified as very good pupils, another definite quantity may be classified as average pupils, and still another portion as deficient pupils. Approximately 20 per cent will belong to the first element, 50 per cent to the second element, and 30 per cent to the third element of the class.

And should this class of pupils be again divided on these lines and formed into three separate and distinct classes, it will be only a few short months before each class will break up again into the same relatively strongly marked three elements, very good, average, and poor pupils.

This phenomenon may be styled the persistency of disintegration. Its parallel may be found in life, where the tissues are continually wasting away, and need to be rebuilt from time to time if the physical organism is to escape extinction.

The remedy for this disintegration is reintegration—reclassification, the gathering up together of somewhat similar elements to form a new class, which itself again disintegrates only to be rebuilt again, and so *ad infinitum*.

In life, were we to wait until the tissues in any particular organ were wasted away before beginning the work of rehabilitation, the organism would die. Just so in the work of classification; if we wait until the disintegration has been completed, we shall not be able to reunite the dead, lifeless parts into a living, breathing whole.

The breaking up of classes must be foreseen and the remedy foreshadowed all through the year, but more especially the last three months of the year.

In the rebuilding of classes in a school system, the short interval between classes becomes a very potent factor.

But, even in systems where the classes are a school year apart, there are three or four places in every course of study where the rebuilding process can be carried on with great advantage to all concerned.

There is nothing in the whole work of a supervisor that demands clearer insight and greater breadth of vision than the taking care of this disease which so remorselessly attacks classification.

The weak points in the system will be found in the fourth and grades above.

Its symptoms are very strongly marked and can be readily detected.

If you have any class having fewer than twenty pupils in it three months before the close of the school year, you may depend upon breaking that class up for the next year or else trouble will ensue.

As the course of study is prepared on the basis of the average accomplishment of tasks by the average pupil, the better element in the class will always very easily do more than the required work, and thus be able to do the additional work in the remaining months that is necessary to enter on a level into the next highest class.

Here again certain principles must be kept in mind; the pupil to be advanced in his work faster than his comrades must have the requisite age or maturity; he must be strong in the main study of his grade or class.

In the first three grades reading is the grading study, in the next three grades reading and arithmetic, and the last two grades, arithmetic and grammar.

No pupil or pupils should be allowed to attempt advancement who are not in advance of their classmates in these vital studies. A boy who has the requisite maturity and reads well in the third reader and can perform reasonably accurately and rapidly the fundamental elementary operations of arithmetic can be advanced into a class using the fourth reader and beginning common fractions with the greatest ease, with advantage to himself and also to the class into which he is advanced. * * *

It may be inferred that in the best system of classification advancement or promotion may occur at any time; there are no settled, stated periods.

THE CHICAGO PLAN.

E. E. White, LL. D., in "Promotions and Examinations in Graded Schools."—Pupils are admitted to the primary schools in Chicago at all times in the year when there is room, and new classes are formed whenever this is found necessary and feasible. Each principal classifies the pupils under his supervision to the best advantage as he sees it, and the classes are advanced in the course as rapidly as they can do the work to his satisfaction. No attempt is made to bring all the classes of a grade to the same point in the course in a prescribed time. The resulting interval between consecutive classes may be a month and it may be five months. In other words, each great school in Chicago is a law to itself in classification, and the principal thereof is under no constraint to sacrifice the best interests of his pupils to secure uniformity of progress or mechanical perfection in grading.

Inspection by the supervising force is the only means depended upon to secure needed uniformity of standard and methods. When pupils complete in a satisfactory manner the elementary course they are admitted to the high schools, the only evidence of fitness required being the recommendation of the grammar-school principal.

Pupils are promoted to the high schools annually.

It is obvious that this varying class interval gives the school system of Chicago great flexibility, and at the same time it permits the closest possible classification of pupils for purposes of instruction. How completely all this would be changed by the adoption of a uniform class interval, a uniform rate of progress, and uniform examinations to test results! It would not require more than two uniform grade examinations imposed by the superintendent "to determine fitness for promotion," to bring the schools to a halt, and then to uniformity in "marking time."

ANOTHER EXPERIENCE WITH SHORT INTERVALS.

Supt. F. Treudley, Youngstown, Ohio.—In common with some others I have felt the bondage of the graded school system and have believed that there was not enough flexibility in it. There are such wide differences among pupils that it is impossible under our present processes of selection to find in any building groups of fifty who can work together profitably. It has been the effort of teachers, heretofore, largely to keep schools together, hurrying up the dull ones, retarding the quick ones, and failing to recognize adequately these marked differences.

After thinking this matter over, talking with teachers, citizens, and the board of education, we concluded to break up our schools into groups according to strength, allowing classes to move on as rapidly as possible. Suppose we have a room, for example, of fifty pupils. In the progress of the year that school will naturally resolve itself into three groups, one able to do more than the work of the grade and one probably much less. Our instruction to the teachers was to permit these groups to move on according to strength; those who can do more than the year's work to go into the work of the next grade whether transferred to that grade or not; those that could not do the work of the school are to go slower and to do what they can.

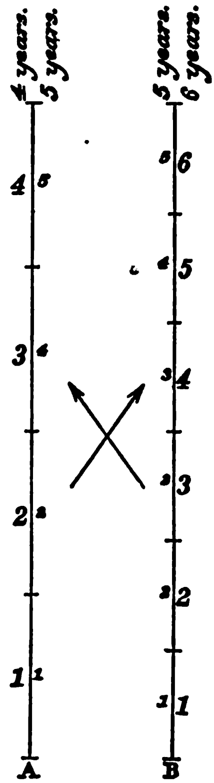
We began this the first of September, and are now beginning to realize its fruits. By this plan all pupils are moving on according to strength. Wherever a child is, he ought to be, as a rule. It permits of frequent and easy reclassification. In higher grades we do not have more than three groups, nor less than two; in low primaries we may have four. At a late grade meeting of "A" primary teachers where this matter was thoroughly discussed there was a hearty spirit of coöperation, and the expression was unanimous as to the success with which it is working.

TWO DIVISIONS, ADVANCING AT UNEQUAL RATES, SUPPLEMENTED BY AN UNGRADED ROOM.

Supt. Francis Cogswell, Cambridge, Mass.—The pupils in the primary and grammar schools are classified in nine grades, the primary schools having three grades and the grammar schools six. In the English high school there are four grades, and in the Latin school five. Under this classification children entering the lowest grade of the primary schools, and advancing regularly from grade to grade, graduate from the grammar schools in nine years, from the English high school in thirteen years, and from the Latin school in fourteen years. Many pupils, however, advance more rapidly. Twenty-five per cent of those who graduate from the grammar schools do the work in five years and 5 per cent additional in four years. In the English high school a few pupils graduate in three years, and about 10 per cent of those in the Latin school in four years.

The majority of the pupils who graduate from the grammar schools in less than six years are usually carried over the course arranged for two years in one year. * * * Other pupils who graduate in less than six years usually accomplish this by omitting for the time being the subjects included in one year's work, relying upon the instruction given in review lessons for a knowledge of these subjects. In the primary schools it is not expected that many pupils will complete the work in less than the regular three years.

In all the schools many pupils fail of promotion at the end of the year and are obliged to continue in the same grade two years in succession, doing the second year precisely the same work they did the first year. Thirty per cent of the pupils who graduated from the primary schools last June had been four years or more in completing the work, and 18 per cent of the graduates of the grammar schools had been seven years or more.



The question now to be considered is whether or not the present plan of classification and promotion is the best that can be adopted. Under it, as has been stated, pupils in the grammar schools who wish to complete the course of study in less than the full time are obliged to do two years' work in one or omit the subjects taught in one grade, taking them up only in review. Would it not be better for such pupils if the course were so arranged that no part of it shall be omitted, and no one year's subjects more hastily passed over than another?

This can be done by dividing the course of study in two ways: (1) into six sections; (2) into four sections, each section to represent a year's work. The accompanying diagram will make the plan more clear. Pupils promoted to the grammar schools would begin the first year's work together. After two or three months they would be divided into two divisions; one division would advance more rapidly than the other, and during the year would complete one-fourth of the whole course of study. The other division would complete one-sixth of the course. For convenience we will call these divisions A and B. At the beginning of the second year division A would be placed with division B of the third year. At the end of the year these divisions would be at the same point in the course of study, having completed (one division in two years and the other in three years) one-half the course. These divisions would begin the next year's work together; but division A would advance more rapidly than division B, and at the beginning of the fourth year it would be placed with division B of the sixth year. At the end of the year both divisions would have completed the course of study without omitting any part of it, and without being obliged to do in any one year more than in any other, one division having completed the work in four years and the other in six.

Under this plan there are also two ways of completing the course in five years. Any pupil beginng in division A can, at the end of two years, if for any cause it seems desirable, be transferred to division B; then he would be three years finishing the course, making five years in all. On the other hand, any pupil beginning in division B can, at the end of three years, if he has shown himself able to advance more rapidly, be transferred to division A, and in this division finish the course in two years, making as before five years in all. In both these cases these changes can be made without omitting or repeating any part of the course of study. At other times than at the middle of the course pupils can also be transferred from a higher division to a lower, or from a lower to a higher, with fewer difficulties to overcome and with greater probability of being benefited thereby than under our present classification; the divisions in A being separated from those in B by only six months' work, while the present grades are a year apart.

One objection which will be made to this plan, especially by teachers, is that it will frequently be necessary to have two grades or divisions of unequal attainments in the same room. It is by no means a settled question, however, whether the one-class plan is for the best interests of the pupils. * * * In my own opinion, there are decided advantages in having two grades in a room where they are separated by an interval of not more than six months, making it practicable to teach writing, drawing, music, and other exercises of a general character to all the pupils at the same time. The pupils of the lower grade are benefited not only by observing what is going on in the higher grade, but by being assisted with those whom they look upon, in a measure, at least, as superior; and especially is this the case when it is understood that any pupil in the lower grade can by application find his way into the higher. But a greater benefit is in having a part of the time devoted to study. The practice now so common with the majority of teachers in elementary schools of working with their pupils almost incessantly from the beginning of the session to its close is not favorable to the success of those pupils when they take up the high-school studies, and are obliged, under the changed circumstances of classification and recitation, to prepare their lessons "without the aid or stimulus of the ever present teacher." It is also unfavorable to the intellectual growth of the pupils who do not go beyond the grammar school. Without the habit of quiet study, little will be undertaken or accomplished in the line of mental improvement after school days are over. * * *

The proposed plan seems to me feasible, and I believe it can be successfully carried out, so that from 15 to 20 per cent of the pupils will be able to complete the course of study in four years, from 40 to 50 per cent in five years, and the remainder, with only a few exceptions, in six years. To do this, however, more individual instruction will be required. How shall this be best secured? Not, I believe, by reducing the number of pupils in a room, but by the appointment of a teacher of special qualifications, who shall have charge of no particular class, but whose time shall be divided among the pupils needing this instruction in all the classes. At first thought it would seem that an additional teacher in each school would increase the cost of instruction; and this would be the case were it not that by this means many pupils would be carried forward more rapidly than would otherwise be possible. After carefully considering this question I have no hesitation in expressing the opinion that such a course in the end would not add a dollar to the expense of the schools.

NUMEROUS CLASSES WITH SHORT INTERVALS AND WITHOUT STATED TIMES FOR PROMOTION.

Supt. Frank J. Barnard, Seattle, Wash.—In my opinion the only solution is to classify pupils strictly according to abilities and qualifications, and then allow them to master the course of study in such time as they can do the work well. To illustrate, suppose there are in a certain school 80 pupils in the fourth-year grade. I would divide them into four divisions of 20 pupils each, classifying them strictly according to abilities. To one teacher I would give the first and second divisions, to another the third and fourth. To the teachers and pupils of all the divisions I would say: "Now, the *theory* upon which the course of study for the fourth year is constructed is that it will take one year to complete it, but if you can do the work thoroughly and easily in less time, why do so, and then at once begin the work of the fifth year, overtaking the lowest division of that class if possible."

This means *daily* promotion. Progress is constant. The first division of one class will overtake for a time, work with, but finally pass, the lowest division of the next higher class, while the lower divisions will go steadily forward, many of the pupils "working up" to higher divisions of the same class.

In schools where there are more than two teachers to a grade the classification can be still more thorough by having a greater number of divisions in each grade.

SHORT INTERVALS, WITH "CROSS DIVISIONS."

Supt. A. W. Rankin, Superior, Wis.—For convenience, and in conformity to the prevailing custom, I assume eight grades below the high school. I would advocate that these eight grades be divided into nineteen classes. That there be four classes or groups of not over 10 pupils each in the first grade; that the second grade contain three groups or classes with not over 12 in each group; that each grade above contain two classes of not over 20 each; that no two classes in a room be doing the same work; that each grade be assigned to one teacher; that there be further subdivisions or cross divisions where necessary. For instance, pupils in the fifth grade might be taught in one class in writing, in two classes in geography, in three classes in language or arithmetic. If a pupil is very bright in language, do not keep him with those who have not had his advantages; let him cross the hall from the fifth grade to the eighth and find his level; or if he is very backward in arithmetic, let him go down to his proper class. The nineteen classes and the cross divisions will afford a ladder of easy ascent for ambitious pupils. In a live school from one-fourth to one-third of the pupils will merit individual promotion each year.

THE BEST PUPILS OF ONE GRADE OFTEN BETTER THAN THE POOREST IN THE NEXT HIGHER.

Supt. Edwin L. Kirtland, Holyoke, Mass.—I have frequently told our principals that a respectable per cent of the best scholars in any one of their grades would do better work than the poorest in the grade immediately preceding, and we are now debating the matter of so changing our grading or so administering the present rules as to secure the advancement of those who can wisely take it. The proper classification of primary and grammar school students is not yet fully understood, but it is doubtful if any rule of classification or promotion better than the judgment of a wise principal or teacher is likely to be found. Let the intervals of classification or of possible promotion be as short as practicable, then apply the judgment of the teacher to the individual case.

SUBSTANTIALLY THE ST. LOUIS PLAN.

Supt. C. F. Foster, Chester, Pa.—In the line of work a certain portion is laid out for each year, but in each grade below the seventh there are two and sometimes three classes at different stages of the work. There are no regular examinations, but at any time transfers are made up or down in the classes, according to the judgment of the teacher and by permission of the superintendent. Above the seventh grade these transfers may also occur, but, the jump being a longer one, the cases are rarer. In the first and second years changes are quite common, some passing along very rapidly and others being detained by their inability to proceed. If a whole class is able to do more than the year's work, it goes on to the work of the next grade; if it is dull, it moves more slowly. This sometimes changes the grade of a room, but no serious complications have resulted therefrom.

RETARDING THE BRIGHT PUPILS AND NAGGING THE BACKWARD RUINS BOTH.

Supt. C. E. Meleney, Somerville, Mass.—With year-long intervals, many pupils are ruined for study because they have not the chance they ought to have to progress, and others leave school because they dislike it on account of being constantly scolded and humiliated and made to think they are dunces. If they had more time and more sympathy and less urging and hurrying, they would become students. The grades should be short steps of not more than five months and less if possible, so that individuals may go from one to the next higher without any break in the work.

LET EACH PUPIL LEAVE HIS WORK AS SOON AS HE MASTERS IT.

Supt. E. N. Coleman, Le Mars, Iowa.—The ideal classification would make it possible for a pupil to bridge any interval in the course if his ability placed him beyond his present class; and he should be encouraged to this end until he reaches a class of equals that will put him to his best that will maintain his place. In this, however, careful thought must be had for the delicate, and equal care is necessary to prevent ambition for place to become stronger than the ambition to honestly merit that place. * * * Separate the pupils into classes so that each mind has a chance to master before it leaves a piece of work, and, also, to leave it *as soon as it is mastered.* * * * Under year-long intervals the progress of the class is less than the natural pace of the slowest would be under conditions calculated to stimulate them to their best efforts. It is progress at the pace of the slowest, with interest and ambition at lowest ebb.

SHORT AND IRREGULAR INTERVALS IN KANSAS CITY.

Supt. J. M. Greenwood, Kansas City, Mo.—Our classes are not over twelve weeks apart, and in most case the interval is not over six weeks. There is an exception during the last year. The pupils are admitted to the high school twice a year, and in that case only does a pupil go back eighteen weeks if he fails to pass. The object is to give the greatest elasticity in grading, and to move pupils along in their studies as rapidly as possible.

BRIGHT PUPILS FAVORED AT THE EXPENSE OF THE DULLER ONES.

Supt. R. B. D. Simonson, Hannibal Mo.—Under year-long intervals the progress of the whole school would be kept down to the pace of the slowest and weakest pupils were it not for the disposition of most teachers to give most attention to the brightest pupils and thus neglect the duller ones, who either drop out or graduate *speciala gratia*.

TEACHERS ACQUAINTED WITH BOTH SYSTEMS PREFER SHORT INTERVALS.

Supt. F. S. Porter, Seneca Falls, N. Y.—I have yet to find an energetic teacher acquainted with both the long and the short interval systems who does not prefer short intervals, even when it necessitates two grades in a room. It may take more of the teacher's time, but the work is done with less friction and with better results.

QUARTERLY CLASSIFICATION FAVORED.

Supt. H. S. Tarbell, Providence, R. I.—I would grade the pupils into quarters below the high school, and into half years in the high school if circumstances would permit.

YEARLY INTERVALS TO BE ABANDONED.

Supt. A. S. Draper, Cleveland, Ohio.—We have one-year intervals between all the grades, both in the elementary and high schools. * * * It is the purpose, however, to shorten the interval between promotions at an early day. * * * Pupils should be graded as closely as the circumstances will allow.

LONG INTERVALS TEND TO REPEATED FAILURES.

Supt. J. F. Millspaugh, Salt Lake City, Utah.—Yearly intervals tend to carry *bright* pupils into the sluggish class, and by holding dull pupils so long to familiar work in case of failure tend to make repetition of failure.

REPETITION OF A YEAR NOT AN EFFECTIVE REMEDY.

Supt. Charles E. Gorton, Yonkers, N. Y.—With the year-long intervals the slow pupils are pushed over too much ground, and then are held back to repeat the same process a second year.

YEARLY INTERVALS LEAD THE PUPILS INTO TEMPTATION.

Supt. I. E. Young, New Rochelle, N. Y.—The system of yearly intervals does waste the opportunities of the bright minds, and it does more. It virtually offers a premium for bright pupils to plan and practice many things in the class room which not only demoralize the bright pupil himself, but encourage disorderly conduct in the slower pupils.

B.—THE SHORT BUT REGULAR INTERVAL.

THE SUBDIVISION OF GRADES SHOULD BE LEFT TO THE TEACHER.

Supervising Principal B. C. Gregory, Trenton, N. J.—I think there should be a formal half-yearly gradation and that this should be supplemented by a clear understanding that the teacher is to subdivide to as great an extent as the exigencies of the class and her ability to deal with distinct subdivisions will admit. * * * If the interval is shorter than a half-year, unless the school is large, there results a perplexing subdivision of classes. I believe in the subdivision, but think it should be made by the teacher in view of the ascertained facts in the case of each pupil, and not in accordance with rules. Some teachers can handle several subdivisions, others fail at just this point. The differentiation required by law should be limited; the teacher should do the rest, and will, if she has been trained to do so.

Supt. Robert Gwynne, Jr., Salem, N. J.—With grading that so divides the work into portions that the advance is easy and sure and the development thorough, the nearer together the grades are brought the easier a pupil will pass through the course; failing once, he loses comparatively little time by reason of having to pass through that grade again. With the average corps of teachers it seems to be necessary to mark the limits of the grades sharply.

REGULAR INTERVALS THE MORE PRACTICABLE.

Supt. R. N. Wright, Astoria, Oregon.—It seems hardly practicable yet to use any other than the regular promotion method, which is, in our schools, twice each year.

OPPOSED TO BOTH LONG INTERVALS AND FREQUENT CHANGES.

Supt. William F. Fox, Richmond, Va.—The year's interval I think too long. I am equally opposed to so frequent a change as to greatly unsettle things. I have found the semiannual advancement the most satisfactory.

DANGER IN EXTREME MINUTENESS AS WELL AS EXTREME LOOSENESS.

Supt. W. S. Perry, Ann Arbor, Mich.—The more minute the classification the better can the instruction be adapted to individual needs. However, quite a variety of needs and ability is helpful. Often a slow pupil will be greatly benefited by the quality and high standard of work of a bright class so as to finally reach a higher level. Possibly there may be a danger of too close grading, even for the best instruction, but a too loose grading is a much more common and serious danger.

SEMIANNUAL INTERVALS COMBINED WITH THE DEPARTMENTAL PLAN.

Supt. B. B. Snow, Auburn, N. Y.—In my report for the last school year, now in press, I suggest to the board the plan of semiannual promotions for all classes below the high school, and the trial of the departmental system of teaching, to offset in a measure the loss of the effect of the teacher's individuality resulting from a frequent change of teachers.

THE TERM INTERVAL WITH FREQUENT CHANGE OF TEACHERS.

Supt. Anson D. Miner, North Adams, Mass.—In primary and grammar grades our course has been marked out and prescribed by terms (three terms to the year) making twenty-seven classes in our nine years' course below the high school. The only serious objection to this plan is that it allows the pupils to remain but a short time under any one teacher.

THE SEMIANNUAL INTERVAL WITH TWO CLASSES TO A TEACHER.

Supt. W. A. Mowry, Salem, Mass.—I think the best plan for classes in elementary instruction is to have two classes in one room, the one, the A class, six months ahead of the other, the B class. A grade would still mean a year's work.

HALF-YEARLY GRADES, INTERVALS, AND CHANGES OF TEACHERS.

Supt. John Jasper, New York, N. Y.—There are fourteen grades, six primary and eight grammar. The time taken to complete the highest grammar grade is one year. The time required for each of the other grades is a half-year. The total time provided for the completion of the course is seven and one-half years; the intervals between the classes are a half-year.

SEMIANNUAL AND ANNUAL INTERVALS.

Supt. E. N. Brown, Hastings, Nebr.—With us the interval in all grades below the high school is one-half a year, and in the high school it is one year. We promote into the high school twice a year, the first year of the course being so adjusted that pupils can enter at either part of the year.

Supt. Gilman C. Fisher, Pawtucket, R. I.—Half-year intervals in the lower grades with thirty pupils to a room is no doubt very near an ideal. One-year intervals are to be preferred in the high school.

HALF-YEAR INTERVALS WITH QUARTERLY PROMOTIONS.

Supt. R. C. Kerr, Wallawalla, Wash.—We divide our year's work into terms of twenty weeks each, with light trial examinations every ten weeks. At the end of ten weeks we often find bright or elderly pupils ready for the upper division, and they often complete the year's work in twenty weeks, or half a year, while dull pupils stay a year or more in one grade. We have twenty-four studies in our high-school course; some pupils take four each term, or eight each year, and graduate in three years; others take three each term and graduate in four years.

HALF-YEARLY GRADES WITH FURTHER DIVISION BY ABILITY.

Supt. W. T. Carrington, Mexico, Mo.—Our pupils are in rooms graded a half year apart. In much of their work these may be considered one grade; in other work they are in sections graded on their aptitude and ability along that line. We try to work down the individual as nearly as possible. In the primary schools there are eight grades, twenty weeks apart; and in the grammar schools there are four grades, covering thirty weeks each, the entire elementary course extending over seven years. The complete high-school course covers thirty-six points. Very bright pupils make it in three years; slow pupils take five years. Some make it in three and one-half, some in four, and others in four and one-half years.

TWO-THIRDS OF THE PUPILS FINISH A GRADE IN MORE OR LESS THAN A YEAR.

Supt. W. L. Steele, Galesburg, Ill.—Pupils are admitted three times a year, and this interval between the classes is preserved to the seventh grade. For three years I have kept a record of the time each child spends in a grade, and the result is about this: Two children out of three spend more or less than a year in a grade, or, in other words, about 66 per cent are exceptions to the rule of a year in a grade.

C.—The Year-Long Intervals.

CLOSE GRADING IMPRACTICABLE IN A LARGE CITY.

Supt. Edwin P. Seaver, Boston, Mass.—Pupils should not be graded or classified more minutely than is implied in annual promotions. Grading by half years is too fine work for the administrative machinery applied to the usual material. A single school might grade as minutely as that, but not a whole city system of schools. * * * If a school principal can not manage to promote bright pupils rapidly and dull ones slowly, under rules based on the theory of year-long intervals, by the use of a reasonable amount of common sense, he should be replaced by one who can. The whole business of promotion from grade to grade in this city is left in the hands of the school principals, who act, nevertheless, under the vigilant inspection of the supervising officials. The degree of common sense shown in applying the rules of promotion varies in different schools, of course, but the supervisors make the necessary corrections.

STRAIGHT YEAR INTERVALS WITH INDIVIDUAL PROMOTIONS.

Supt. Henry A. Wise, Baltimore, Md.—Pupils are in most cases promoted at the end of the school year, yet promotions may be made at any time. Principals are required to place pupils in the grade in which they may be instructed to the best advantage. The class intervals are one year throughout the entire course. I can not see how the "interval between the classes" has anything to do with "securing classes of the normal standard in size." When teachers are furnished in the ratio of 1 to 50 pupils, if one teacher has a class of "normal size," say 20, some of the other teachers' classes must of consequence be of abnormal size, say 60 or more. In a class of 50 pupils the instruction of a good teacher is directed to the capacity of each scholar.

If, under the system of year-long intervals, the less mature and sluggish minds of the class are discouraged while the opportunities of the bright minds are wasted, it is not the fault of the system, but of the teacher. Bright pupils in a class with dull ones help the whole class without any injury to themselves. They help the teacher to do the greatest good to the greatest number.

With yearly promotions for the schools generally, and with promotions at any time of pupils who are qualified, it seems to me the graded system affords each pupil as much opportunity as could be secured by a graded system under any other arrangement.

A great advantage of yearly intervals between the grades is that the teachers know their pupils better and are better qualified on that account to teach each one in accordance with his aptitudes, advancement, and disposition. They know the parents also, and are able to secure their coöperation. If half-year intervals are better than yearly for the reasons suggested in your questions, why are not quarterly intervals better than either, and daily intervals best of all?

The problem of improving the schools can be solved in no other way than by providing well-prepared teachers, both as to academic and professional training.

INDIVIDUAL INSTRUCTION THE ONLY PROPER KIND.

Supt. A. P. Marble, Worcester, Mass.—Classification is liable to be a nuisance. However close it may be at the start it will not long remain so if pupils develop individually as they ought. Classification is only a means to an end; but it too frequently degenerates into an end, and as such it retards the growth of the individual pupils. It is intended to furnish facility for individual teaching—the only good teaching—but it often tends unnecessarily to wholesale work. * * * All teaching should be individual. The dull can take a narrow range, the bright can cover a broader field, with many related subjects. * * * The work of a school is to educate individuals, not to stuff a class. It is in dealing with the "class" that teachers make a nuisance of this whole system of grading. Let the teacher consider that here are 30 or 40 children to be educated, developed, strengthened, built up, interested. Let her forget that there is such a thing as "a class."

BRIGHT PUPILS SHOULD NOT ADVANCE TOO RAPIDLY.

Mr. Richard L. Carne, late city superintendent, Alexandria, Va.—It is not "the natural effect of classifying with intervals of a year or more between classes that the bright pupils are held back and not given work enough to develop their capacity;" for if a boy or girl notably excels the class, extra studies can and ought to be assigned, so as to enable him or her to catch up with the class above. My experience is, however, that very few pupils do this, and that it is more expedient, in ordinary cases of excellence, to encourage the pupils to review and thus become more thorough. Sometimes such pupils get so well grounded by this means that they can go ahead without help and are able to skip a class when school is reopened for the next year. Decidedly, the teacher *ought* "to expend the greater part of his time on the slow and less competent pupils;" it is just where his help is needed and will tell.

This system does not "discourage the less mature and the sluggish minds of the class, while it wastes the opportunities of the bright minds;" on the contrary it encourages the former by helping them, and gives greater opportunity to the latter by enabling them to learn *thoroughly*, and not become superficial by too much hurry. Remember that as a rule, children who learn quickly, forget quickly.

Under the system of year-long intervals between classes, the progress of the whole school is not "kept down to the pace of the slowest and weakest pupils;" on the contrary, we "make haste slowly."

THE COURSE OF STUDY CONTAINS WORK ENOUGH FOR ALL.

Supt. W. H. Morgan, Cincinnati, Ohio.—The intervals are one year throughout the course. We endeavor to have the pupils as near the same average attainments as possible, for the reason that the number of pupils per teacher is so large as to preclude much individual instruction or special attention. * * * The pupils advance with sufficient rapidity, as a general thing. * * * A proper course of study will afford all the work that a pupil in the public schools should attempt. * * * I do not think that the progress of the school is kept down to the pace of the slowest. The majority advance, while probably about 10 per cent are unable to do the work in a manner to justify promotion.

INDIVIDUAL PROMOTIONS REMOVE NEARLY ALL THE EVILS OF CLASSIFICATION.

Supt. Edward Brooks, Philadelphia, Pa.—In the elementary schools, it is desirable to classify on the basis of one year with the privilege of advancing bright pupils whenever they seem qualified for such advancement. Preferably this advancement should be made about midyear without a formal examination. If this is done with good judgment the evils of classification can be almost entirely removed. Our first eight grades are graded by half years, which I hope to change in a year or two.

HALF-YEARLY GRADES, PROMOTIONS, AND INTERVALS WITH CORRESPONDING CHANGES OF TEACHERS—A CHANGE CONTEMPLATED.

Supt. William H. Maxwell, Brooklyn, N. Y.—We have fifteen grades in the elementary schools—seven primary and eight grammar. We promote twice a year from all grades, at the first of February and the first of July. Intervals of five months. In the high schools, we promote and graduate twice a year, as in the elementary schools, at intervals of five months.

The objections to the semi-annual promotion are that the teacher has not sufficient time to become thoroughly acquainted with her pupils, and that the range of subject-matter over which she teaches is so small that she inevitably becomes narrowed in her educational views. I am trying to work out a plan by which the year-long interval may be used without its disadvantages. I think the last two years of the grammar-school course should be organized on the departmental system.

ANNUAL INTERVALS SATISFACTORY TO TEACHERS.

Supt. John Swett, San Francisco, Cal.—In our course the promotion of pupils from one grade to another is left to the judgment of the principal and the class teacher. Annual promotions seem to be satisfactory to the teachers.

DIVISION INTO CLASSES OF EQUAL ABILITY FOR CONVENIENCES OF INSTRUCTION ONLY.

Supt. T. M. Balliet, Springfield, Mass.—In all grades we promote once a year by classes, though we make many individual promotions during the year. Hence most pupils remain a year in each grade. In some branches like drawing, writing, language, reading, singing, etc., all the pupils in a room of the same grade form *one* class. In studies like arithmetic, geography, reading in grades first and second (primary), the pupils of the same grade are divided into sections or classes. The classes, however, are of the same grade, and are not any "number of weeks apart."

The annual interval does tend to discourage the less mature and sluggish minds and to waste the opportunities of the bright minds, but I think frequent individual promotions, the abolition of examinations for promotion, making the course of study flexible by grading the instruction pedagogically, are the remedies of the evil. I do not believe in mechanical remedies in such matters.

THE EVILS OF GRADING ARE GREATER WITH SHORT INTERVALS.

Supt. H. R. Roth, Marlboro, Mass.—It is our plan to have but one grade in one room with one teacher. New classes are formed only in September of each year when the schools are reopened. The reclassification of special individual cases of pupils among these established grades may, and does, take place at any time during the progress of the year. * * * My experience of sixteen years in city systems with different time intervals between grades is strongly in favor of the year interval between grades, as affording the best conditions for the work of instruction. * * * According to my observation a teacher with fifty pupils can do more for the individual pupil when they are in the same grade (or class). It is not the "year interval," but the application of it that tends to hold back pupils or give undue time to slow ones. With the same administration, I believe the shorter the interval, when less than a year, the greater the evils so often reported.

YEARLY INTERVALS PREFERRED TO THE SEMIANNUAL.

Supt. John Burke, Newport, Ky.—We have tried intervals of a half year and intervals of a year in our classes. We much prefer the longer period, and are using it now. The intervals do not make much difference, as education is a continuous process, whether the intervals are long or short.

If a pupil can go in advance of his class we find a place for him in some higher grade; if he is too slow, one year back does him no injury or injustice.

Our year's course is long enough and difficult enough for pupils of good average standing, and yet within the reach of all children of fair intelligence who will put forth the effort. On an average about 5 per cent of children in primary grades fail to pass, and nearly the same proportion skip one grade in the primary course of eight years.

Shorter intervals than one year shift classes too often. We tried it for eight years, and find now that we can use most of its advantages, and experience none of its inconveniences by keeping a close watch on the power of children and promoting when promotion is possible.

FREQUENT PROMOTIONS LEAD TO SUPERFICIAL WORK.

Supt. William N. Barringer, Newark, N. J.—I think annual promotions are best for the average pupil. Special cases should receive special attention. Too frequent promotions lead to superficial work, study for promotion, and not for the mastery of the subject. Pupils need time to mature, and should not as a rule change grade and teacher every few weeks.

THREE OBJECTIONS TO MINUTE CLASSIFICATION.

Supt. M. A. Yarnell, Sidney, Ohio.—There are many objections to a very minute classification. First. According to Emerson's dictum, the pupil learns more from his companions than from his teacher. If he is as good as the best in his class, he will learn only from the teacher; at least he will be without the tuition of the bright pupil, and will miss the spur of seeing some one beat him. Second. The slow section will be still slower and will never get very far ahead. Third. Frequent promotions would result in confusion that would break up any classification, or at least keep somebody always reclassifying.

NEW MACHINERY NECESSARY FOR MORE RAPID PROGRESS.

Supt. L. S. Shimmell, Huntingdon, Pa.—We do not rigidly enforce year-long intervals except in the high school, where branches must be finished before promotion can take place. As long as colleges are justified in making the brightest and dullest take the full course, we think high schools are. It isn't possible to graduate a bright pupil in less time than the course calls for unless he skips some branches. We would have to put in some new machinery to turn them out any faster.

YEARLY INTERVALS NEED NOT RETARD BRIGHT PUPILS IN A SMALL CITY.

Supt. R. A. Ogg, Greencastle, Ind.—The yearly interval between grades is the rule throughout our entire system. Our schools are in four-room buildings, with two grades in a room. A bright pupil can take part of the work of the higher grade, and by some special help can enter the next room at the close of the year, when, though at first weaker than the class, he may overtake them, since he is presumed to have more than the average ability. Evidently not many grow discouraged, since 17 per cent of our enrollment are in the high school, 54.5 per cent of those below the high school are in grades 1 to 4, and 45.5 per cent are in grades 5 to 8.

TIME IS WASTED BY FREQUENT SIFTING.

Supt. G. J. McAndrew, Plattsburg, N. Y.—If properly managed, the advancement is greater where promotions are not too frequent, and the danger of "overcrowding" is much lessened. Time is not lost in "examinations" or whatever sifting process is employed to separate the good from the indifferent pupils.

YEARLY INTERVALS LEAD TO GREATER SELF-RELIANCE.

Supt. C. B. Miller, Nanticoke, Pa.—If the object be to lead the pupil to rely upon himself, I think there is an advantage in the year interval.

UNIFORMITY OF ATTAINMENT NOT NECESSARY FOR CLASS INSTRUCTION.

Supt. B. M. Zettler, Macon, Ga.—It is possible, I think, to instruct with profit pupils in the same class who are one year apart, *i. e.*, extremes of same class of forty pupils may be one year apart in half or two-thirds of their studies. The privilege of being examined for promotion at any time during the term should be allowed to the individual pupil on the recommendation of the teacher.

THE FAILURES OF ONE YEAR MAY BE THE LEADERS OF THE NEXT.

Supt. Willie D. House, Waco, Tex.—With yearly intervals the progress is measured by the pace of the "great average boy," and the brightest lead as guiding stars, while the slowest and weakest are kept in file by momentum. If he fall outside he gains strength to lead next year where he dragged back this.

PUPILS SHOULD REMAIN WITH THE SAME TEACHER TWO YEARS.

Supt. W. N. Hailmann, Laporte, Ind.—It is desirable to keep children with one and the same teacher during at least two years, and let her make subdivisions, if need be, within her class.

A LONG COURSE WITH OPPORTUNITIES FOR SKIPPING.

Supt. E. J. Beardsley, Elmira, N. Y.—As the result of more than thirty years' experience as principal of a large graded school, comprising all the primary and grammar grades, I have come to believe that the greatest discouragement to pupils comes from being put back or being obliged to go over the same grade a second time. I would, therefore, first determine the minimum amount of work to be accomplished in the entire course, then would make the time for completing it long enough for the very large majority of the pupils. I would then so arrange the course that those capable of doing the work in less time should have the opportunity of doing so.

Supt. Charles H. Douglas, Keene, N. H.—We have ten grades, each covering one year, but pupils often complete the ten grades in seven, eight, or nine years, as for the upper fifth of the class we promote "doubly" and make other promotions during the year in individual cases. Annual intervals with this provision of promoting the brighter pupils two grades instead of one gives good results with us.

UNGRADED ROOM FOR BOTH BRIGHTEST AND DULLEST.

Supt. G. A. Stuart, Lewiston, Me.—There should be in each building of six rooms one room for special assistance, either to aid bright pupils to *jump* or to help slow ones along.

Supt. O. E. Smith, Des Moines (north side), *Iowa.*—Every building of as many as eight rooms should have an ungraded class or room in which to work up the stragglers from a class or coach the bright pupils for advancement.

"ALL-GRADE" ROOM FOR BACKWARD PUPILS ONLY.

Supt. Isaac M. Wellington, Crawfordsville, Ind.—An "all-grade" room for the tougher and irregular class aids us in our work. Here only individual work is done. Of a thousand in average attendance for the year in the system of schools, a hundred may have dropped to the all-grade room, and seventy-five been returned by merit to the grades.

EXPERIENCE OF HIGHER INSTITUTIONS FAVORABLE TO YEAR-LONG INTERVALS.

Supt. W. W. Cottingham, Easton, Pa.—A restraint on the progress of a school does not legitimately follow the adoption of year-long intervals between classes. This fact is fully verified by the experience of many of our best schools, and is supported by the policy pursued in the higher institutions of learning, where the percentage of slow and weak students in the respective classes is no less than that exhibited in the common schools. * * *

In each of the departments composing a system of graded schools there should be but two classes organized, one to meet the wants of the bright and active pupils whose advancement is rapid, the other to subserve the interest of those of inferior development, whose progress is necessarily slower. Some of the advantages derived from this arrangement may be stated as follows: (1) The two classes thus formed are taught independently of each other and share alike the teacher's time and attention; (2) the alternate recitations of the classes afford an opportunity for study during school hours; (3) the bright pupil being disincumbered in his class relations, is free to attain the greatest possible in school advancement, while the dull pupil, being undisturbed by the discouragements of class comparison or criticism, may be led, though at a slower pace, to the attainment of a reasonable measure of proficiency by the use of means and methods adapted to his capacity; (4) the interval between the two classes need not necessarily be so great as to prevent an easy transition from one class to another when the interest of the pupil or that of the class renders his promotion or retrogradation necessary.

DIVISION INTO BRIGHT AND DULL, WITH EQUAL TIME, BUT DIFFERENCE IN COMPREHENSIVENESS OF INSTRUCTION.

Supt. C. A. Daniels, Malden, Mass.—Every class composed of pupils of only one grade should be divided into two sections in every study except spelling, writing, drawing, music, and oral instruction. One of these sections should be employed in study while the other is reciting. The length of the recitation should be the same for both sections. Section A in each study should be composed of pupils capable of doing more and better work in that study than those of Section B, and should comprise the majority of the class. The teacher will thus be enabled to devote more individual attention to the members of Section B. Work suited to the capacity of the pupils should be assigned to such section. Both sections will be expected to complete the part of the course of study assigned to the grade; but Section A will have a more comprehensive knowledge of the subject than Section B. Pupils may be transferred from one section to the other at any time during the year, whenever, in the opinion of the teacher, such transfer is deserved.

DIVISION INTO BRIGHT AND DULL, ASSIGNING UNEQUAL TIME, BUT THE SAME WORK.

Supt. James McGinness, Owensboro, Ky.—Each class, as soon as practicable, and early in the term, should be divided into two sections, one larger numerically than the other, each having the same amount of time for recitation and for study during school hours. The section of fewer pupils, while receiving the same time as a class, receives more time and attention individually, and thus the slower or less thoroughly prepared pupils are able to catch up or keep up with the others. Provision should be made under this arrangement for having the pupils pass from one division to the other in the same room during the year, according to the character of the work done. There should be no stigma or reflection cast upon the pupils of the lower section. It might be well to designate them as sections "A" and "B" instead of upper and lower.

DIVISION IN BRIGHT AND SLOW, WITH "SUPPLEMENTAL WORK" FOR THE BRIGHT.

Supt. T. C. Clendenen, Cairo, Ill.—We have an average of fifty pupils in one teacher's charge and of the same grade. These we divide into "bright" and "slow," or "A" and "B" divisions, both doing the same work, but the former having and requiring much less time than does the latter for class recitation. The "brights" are kept employed with supplemental work.

DIVISION OF BRIGHT AND DULL PUPILS, GIVING EACH EQUAL TIME, BUT UNEQUAL AMOUNT OF WORK.

Supt. James C. Harris, Rome, Ga.—Each grade—from thirty to fifty pupils—is made into an upper and lower section for class work and seat work, according to advancement and capacity of pupils. The upper section is expected to do more and better work and are more certain of promotion. Those failing of promotion are placed in the upper section at the beginning of the following year, but again subject to demotion to lower section of same grade.

SUBDIVISION INTO "POOR" AND "BRIGHT" IS HARMFUL.

Supt. Leigh R. Hunt, Corning, N. Y.—I want the poor pupils to be lifted up by contact with the best. Subdivide a class with "poor" and "bright," and the dull are disheartened and stay poor always.

SLUGGISH MINDS ARE BENEFICIAL TO THE BRIGHT.

Supt. John A. Stewart, Port Huron, Mich.—The sluggish minds will develop a depth of thought that will prove most beneficial to the so-called bright minds. Two heads are better than one, and two or more varieties of thinkers and workers will develop a thought better than one variety.

AN ADDITIONAL STUDY IN A HIGHER GRADE.

Supt. H. F. Derr, Elgin, Ill.—We have a method of promoting that takes away many of the evils of the "year-long intervals" of promotion. I have used it satisfactorily for ten years.

When a pupil is able to do more than his class, let him take one additional branch in the next higher grade. If he can do this satisfactorily, let him drop that study in his regular grade and add a second branch in the higher grade. If he can do this additional work well and the regular work well, again drop the study in the regular grade and give him another study in the higher grade. If he can do this well and is good in the remaining studies of the lower grade, promote him wholly to the higher grade.

This plan does not break the yearly classification, never gives the pupil more than one extra study, and gives every bright and strong pupil a chance to do his best.

OVERLAPPING OF GRADES.

Supt. H. L. Taylor, Canandaigua, N. Y.—My solution of the problem is to arrange programmes of adjacent grades so that the brighter pupils may take parts of two grades' work, while the duller can, if necessary, take a year and a half to a grade.

GRADUAL PROMOTION.

Supt. W. R. Prentice, Hornellsville, N. Y.—In a measure we avoid the trouble that comes from grading by promoting at any time any pupil who is able to do more work, doing this so gradually that he does not skip any important work.

ELECTIVES FOR BRIGHT PUPILS, WITH MINIMUM REQUIREMENT FOR THE DULL.

Supt. M. A. Yarnell, Sidney, Ohio.—The problem of classification can best be solved in the course of study by making it flexible, "enriching" it with enough electives to keep the brightest pupil from marking time and with minimum requirements small enough to allow the dullest to attempt the next grade after "repeating" once. If the course is rich enough the brightest might "repeat" with profit.

EXTRA COURSE OF READING FOR BRIGHT PUPILS.

Supt. M. E. Hard, Salem, Ohio.—There is but little difficulty in promotion to higher grades until you reach the A grammar grade. We sometimes give the brighter pupils an extra course in reading to occupy their time, and they regard it quite an honor.

ELECTIVES FOR BRIGHT PUPILS.

Supt. E. Hunt, Medford and Winchester, Mass.—Bright pupils should have an elective in the grammar grades—Latin, French, or German—as we do in Winchester.

COLLATERAL WORK OF A MORE ADVANCED CHARACTER.

Supt. C. F. Boyden, Taunton, Mass.—In grades below the high school our "course of study" prescribes certain limits—the minimum—that must be reached. Teachers are encouraged and expected to give the bright pupils extra collateral, and, if possible, more advanced work than that required by the "course."

II.

Condensed Replies to Questions.

[Note.—In the following the substance only of the replies is given. The figures indicate the number of superintendents who express the opinions quoted.]

1. How minutely is it desirable to grade or classify pupils for the purpose of instruction?

[The replies to this question were not of such a nature as to permit of satisfactory classification. Many of the most notable ones may be found in the preceding pages.]

2. Is it sufficient to classify with intervals of year's work in grade of advancement between the classes, or ought the intervals to be made as small as can be done and secure classes of the normal standard in size—say twenty to thirty pupils in each?

The latter is the proper plan	271
The year-long interval is sufficient	65
A year is too long	19
A year is too long: the lower the grade, the shorter should be the interval	6
The year's interval is better for some grades, the shorter for others	8
The half-year interval is the best	57
The half-year interval is best except in the high school, where the yearly interval is sufficient	4
The half-year interval is best in the five lowest grades	2
It is immaterial	2
Vague or noncommittal replies	31
Total	465

3. Is it the natural effect of classifying with intervals of a year or more between classes that the bright pupils are held back and not given work enough to do to develop their capacity, while the teacher is obliged to expend the greater part of his time on the slow and less competent pupils?

Yes	263
No	32
That is the tendency	13
Yes; to a great extent	18
Yes; to a certain degree	13
Yes; if the system is rigid	12
Yes; but it may be avoided by careful classification	5
Yes; it may be avoided by efficient supervision	3
Yes; the teacher may avoid it	10
Yes: it may be avoided by individual promotion	18
Sometimes	2
Yes; in the lower grades. No; in the higher	2
Not necessarily	28
It depends on the teacher	8
No; it is the dull who are injured	3
Not so as we manage it	5
Vague or noncommittal replies	30
Total	465

4. Does not this system discourage the less mature and the sluggish minds of the class while it wastes the opportunities of the bright minds?

Yes	223
No	41
That is the tendency	20
To a great extent	18
To some extent	20
Yes; a good teacher may avoid it	14
Yes; in a rigid system	16
Yes; in the lower grades; little evidence of such effect in the higher	1
More harm is done to bright than to sluggish pupils	5
Perhaps bright pupils are wrong	1
It renders the sluggish indifferent	2
The sluggish suffer most	4
Some of the laggards might be discouraged	1
To the first part of the question, yes; to the second part, no	1
To the first part of the question, no; to the second part, yes	10
To the firt part of the question, it is uncertain; to the second part, yes	8
Not necessarily	38
It depends on the teacher	4
Not so as we manage it	2
Such results are avoided by individual promotions and demotions	10
Vague or noncommittal replies	26
Total	465

5. Under the system of year-long intervals between classes, is not the progress of the whole school kept down to the pace of the slowest and weakest pupils?

Yes	119
No	40
That is the tendency	57
Approximately	15
To a great extent	16
The progress is slower than the pace of the average pupil	21
The pace is that of the average	68
Not entirely	12
Yes; remedy, irregular promotions	7
Yes; in a rigid system	15
Yes; as far as the work required for promotion is concerned	1
Not necessarily	29
No; the slow ones are neglected	6
No; this is prevented by individual promotions	7
No; it is prevented by the demotion of dull pupils	11
Not so under our plans	8
Not necessarily; it may be prevented by individual promotions and demotions	9
It depends on the teacher	5
Vague or noncommittal replies	19
Total	465

III.

STATISTICS OF CLASS INTERVALS IN THE SEVERAL GRADES IN CITY PUBLIC-SCHOOL SYSTEMS.

Grade.	Number of cities in which the class intervals are—						Number of vague or indefinite answers.	Whole number of replies received.
	A school year.	Less than a school year.	Between a half year and a year.	A half year.	Between a quarter of a year and a half year.	A quarter of a year or less.		
ELEMENTARY SCHOOLS.								
First grade	197	237	6	131	68	32	31	465
Second grade	226	216	5	150	47	14	23	465
Third grade	236	204	4	154	87	9	25	465
Fourth grade	247	191	5	153	27	6	27	465
Fifth grade	254	185	5	154	22	4	26	465
Sixth grade	260	175	5	147	21	2	25	460
Seventh grade	270	160	4	137	17	2	27	457
Eighth grade	269	148	3	128	14	3	28	445
Ninth grade	38	13	1	11	1	0	6	57
HIGH SCHOOL.								
First year	341	84	10	71	2	1	28	453
Second year	340	80	9	70	1	0	28	448
Third year	343	70	8	62	0	0	27	440
Fourth year	278	58	5	53	0	0	22	358

LIST OF CITIES IN WHICH THE CLASS INTERVALS IN THE EIGHTH ELEMENTARY GRADE ARE LESS THAN A YEAR.

California.—Los Angeles.

Connecticut.—Rockville.

Delaware.—Wilmington.

Georgia.—Americus.

Illinois.—Belleville, Duquoin, East St. Louis, Galesburg, Monmouth, Paris, Rock Island, Rockford, Sterling, Streator.

Indiana.—Elkhart, Evansville, Hammond, Huntington, Indianapolis, Lawrenceburg, Logansport, Marion, Michigan City, Peru, Richmond, Seymour, Shelbyville, Terre Haute, Valparaiso.

Iowa.—Atlantic, Council Bluffs, Creston, East Des Moines, Mason City, North Des Moines, Dubuque, Le Mars, Marshalltown, Oskaloosa, Waterloo.

Kansas.—Atchison, Kansas City, Leavenworth, Newton, Parsons, Topeka, Wellington.

Kentucky.—Frankfort.

Louisiana.—Shreveport.

Massachusetts.—Dedham, Fall River, Lawrence, North Adams, Salem, Watertown.

Michigan.—Bay City, Detroit, Flint, Grand Rapids, Ionia, Kalamazoo, Menominee, Ypsilanti.

Minnesota.—Duluth, Minneapolis, St. Cloud, Winona.

Mississippi.—Greenville.

Missouri.—Carthage, Clinton, Hannibal, Kansas City, Louisiana, Mexico, Moberly, St. Louis, Springfield, Warrensburg.

Montana.—Helena.

Nebraska.—Grand Island, Hastings, Omaha, South Omaha.

New Hampshire.—Manchester.

New Jersey.—Bayonne, Camden, Jersey City, Passaic, Paterson, Salem.

New York.—Albany, Brooklyn, Flushing, Glens Falls, Ithaca, Lockport, Middletown, Malone, New Rochelle, New York, Niagara Falls, Port Jervis, Syracuse, Whitehall.

Ohio.—Akron, Bucyrus, Nelsonville, Youngstown.

Oregon.—Astoria, Portland.

Pennsylvania.—Bristol, Butler, Conshohocken, Dubois, Hazleton, Mauch Chunk, Middletown, Meadville, New Brighton, Norristown, Philadelphia, Phœnixville, Tamaqua, Tyrone, Uniontown, Washington, Wilkinsburg, Williamsport.

Rhode Island.—Providence.

Texas.—Austin, Brownsville, Corpus Christi, Corsicana, Dallas, Denison, Galveston, Palestine, Paris.

Utah.—Provo.

Virginia.—Manchester, Richmond.

Washington.—Seattle, Spokane, Tacoma, Wallawalla.

Wisconsin.—Ashland, Eau Claire, La Crosse, Superior.

ARRANGEMENT OF CLASS INTERVALS IN THE SEVERAL

	City.	Elementary schools.				
		First grade or year.	Second grade.	Third grade.	Fourth grade.	Fifth grade.
	1	2	3	4	5	6
	CALIFORNIA.					
1	San Francisco	½ year to 1 year.	1 year	1 year	1 year	1 year
	COLORADO.					
2	Denver (District No. 1)	3 months	4 months	½ year	½ year	½ year
	CONNECTICUT.					
3	New Haven	1 year	1 year	1 year	1 year	1 year
	DELAWARE.					
4	Wilmington	½ year	½ year	½ year	½ year	½ year
	DISTRICT OF COLUMBIA.					
5	Washington	1 year	1 year	1 year	1 year	1 year
	GEORGIA.					
6	Atlanta	1 year	1 year	1 year	1 year	1 year
	ILLINOIS.					
7	Chicago	½ year	½ year	½ year	½ year	½ year
	INDIANA.					
8	Indianapolis	½ year	½ year	½ year	½ year	½ year
	KENTUCKY.					
9	Louisville	1 year	1 year	1 year	1 year	1 year
	LOUISIANA.					
10	New Orleans	1 year	1 year	1 year	1 year	1 year
	MARYLAND.					
11	Baltimore	1 year	1 year	1 year	1 year	1 year
	MASSACHUSETTS.					
12	Boston	1 year	1 year	1 year	1 year	1 year
13	Cambridge	1 year	1 year	1 year	½ year	½ year
14	Fall River	½ year	½ year	½ year	½ year	½ year
15	Worcester	1 year	1 year	1 year	1 year	1 year
	MICHIGAN.					
16	Detroit	½ year	½ year	½ year	½ year	½ year
17	Grand Rapids	6 weeks	½ year	½ year	½ year	½ year
	MINNESOTA.					
18	Minneapolis	½ year	½ year	½ year	½ year	½ year
	MISSOURI.					
19	Kansas City	½ year	½ year	½ year	½ year	½ year
20	St. Louis	2-5 weeks.	2-5 weeks.	5 weeks.	5-10 weeks.	5-10 weeks.
	NEBRASKA.					
21	Omaha	13 weeks	½ year	½ year	½ year	½ year
	NEW JERSEY.					
22	Camden	½ year	½ year	½ year	½ year	½ year
23	Jersey City	½ year	½ year	½ year	½ year	½ year
24	Newark	1 year	1 year	1 year	1 year	1 year
25	Paterson	½ year	½ year	½ year	½ year	½ year
26	Trenton	1 year	1 year	1 year	1 year	1 year

GRADES OF THE PUBLIC SCHOOLS IN 41 PRINCIPAL CITIES.

Elementary schools.				High schools.				
Sixth grade.	Seventh grade.	Eighth grade.	Ninth grade.	First year.	Second year.	Third year.	Fourth year.	
7	8	9	10	11	12	13	14	
1 year.....	1 year.....	1 year.....	....	1 year.....	1 year.....	1 year.....	....	1
½ year.....	1 year.....	1 year.....	....	1 year.....	1 year.....	1 year.....	1 year.....	2
1 year.....	1 year.....	1 year.....	....	1 year.....	1 year.....	1 year.....	1 year.....	3
½ year.....	½ year.....	½ year.....	....	½ year.....	½ year.....	½ year.....	....	4
1 year.....	1 year.....	1 year.....	....	1 year.....	1 year.....	1 year.....	....	5
1 year.....	1 year.....	1 year.....	....	1 year.....	1 year.....	1 year.....	1 year.....	6
1 year.....	1 year.....	1 year.....	....	1 year.....	1 year.....	1 year.....	1 year.....	7
½ year.....	½ year.....	½ year.....	....	½ year.....	½ year.....	½ year.....	½ year.....	8
1 year.....	1 year.....	1 year.....	....	1 year.....	1 year.....	1 year.....	1 year.....	9
1 year.....	1 year.....	1 year.....	....	1 year.....	1 year.....	1 year.....	1 year.....	10
1 year.....	1 year.....	1 year.....	....	1 year.....	1 year.....	1 year.....	1 year.....	11
1 year.....	1 year.....	1 year.....	1 year.....	1 year.....	1 year.....	1 year.....	1 year.....	12
½ year.....	½ year.....	½ year.....	½ year.....	1 year.....	1 year.....	1 year.....	1 year.....	13
½ year.....	½ year.....	½ year.....	½ year.....	1 year.....	1 year.....	1 year.....	1 year.....	14
1 year.....	1 year.....	1 year.....	1 year.....	1 year.....	1 year.....	1 year.....	1 year.....	15
½ year.....	½ year.....	½ year.....	....	½ year.....	½ year.....	½ year.....	½ year.....	16
½ year.....	½ year.....	½ year.....	....	½ year.....	½ year.....	½ year.....	½ year.....	17
½ year.....	½ year.....	½ year.....	....	1 year.....	1 year.....	1 year.....	1 year.....	18
½ year.....	½ year.....	½ year.....	....	½ year.....	½ year.....	½ year.....	½ year.....	19
¼ to ½ year.	¼ to ½ year.	½ year.....	....	½ year.....	½ year.....	½ year.....	½ year.....	20
½ year.....	½ year.....	½ year.....	....	1 year.....	1 year.....	1 year.....	1 year.....	21
½ year.....	½ year.....	½ year.....	....	½ year.....	½ year.....	½ year.....	½ year.....	22
½ year.....	½ year.....	½ year.....	....	½ year.....	½ year.....	½ year.....	½ year.....	23
1 year.....	1 year.....	1 year.....	....	1 year.....	1 year.....	1 year.....	1 year.....	24
½ year.....	½ year.....	½ year.....	....	1 year.....	1 year.....	1 year.....	1 year.....	25
1 year.....	1 year.....	1 year.....	....	1 year.....	1 year.....	1 year.....	1 year.....	26

ARRANGEMENT OF CLASS INTERVALS IN THE SEVERAL GRADES

	City.	Elementary schools.				
		First grade or year.	Second grade.	Third grade.	Fourth grade.	Fifth grade.
	1	2	3	4	5	6
	NEW YORK.					
27	Albany	½ year	½ year	½ year	½ year	½ year
28	Brooklyn	½ year	½ year	½ year	½ year	½ year
29	Buffalo	½ year	½ year	½ year	½ year	1 year
30	New York	½ year	½ year	½ year	½ year	½ year
31	Rochester	1 year	1 year	1 year	1 year	1 year
32	Syracuse	½ year	½ year	½ year	½ year	½ year
33	Troy	½ year	½ year	½ year	½ year	½ year
	OHIO.					
34	Cincinnati	1 year	1 year	1 year	1 year	1 year
35	Cleveland	1 year	1 year	1 year	1 year	1 year
	PENNSYLVANIA.					
36	Allegheny	1 year	1 year	1 year	1 year	1 year
37	Philadelphia	½ year	½ year	½ year	½ year	½ year
	RHODE ISLAND.					
38	Providence	½ year	½ year	½ year	½ year	½ year
	TENNESSEE.					
39	Nashville	1 year	1 year	1 year	1 year	1 year
	VIRGINIA.					
40	Richmond	½ year	½ year	½ year	½ year	½ year
	WISCONSIN.					
41	Milwaukee	1 year	1 year	1 year	1 year	1 year

OF THE PUBLIC SCHOOLS IN 41 PRINCIPAL CITIES—Continued.

Elementary schools.				High schools.				
Sixth grade.	Seventh grade.	Eighth grade.	Ninth grade.	First year.	Second year.	Third year.	Fourth year.	
7	8	9	10	11	12	13	14	
½ year	½ year	½ year	....	½ year	½ year	½ year	½ year	27
½ year	½ year	½ year	....	½ year	½ year	½ year	½ year	28
1 year	1 year	1 year	....	½ year	½ year	½ year	½ year	29
½ year	½ year	½ year	....	....	....	....	....	30
1 year	1 year	1 year	1 year	1 year	1 year	1 year	1 year	31
½ year	½ year	½ year	....	½ year	½ year	½ year	½ year	32
1 year	1 year	1 year	....	1 year	1 year	1 year	....	33
1 year	1 year	1 year	....	1 year	1 year	1 year	....	34
1 year	1 year	1 year	....	1 year	1 year	1 year	1 year	35
1 year	1 year	1 year	....	1 year	1 year	1 year	1 year	36
½ year	½ year	½ year	....	1 year	1 year	1 year	1 year	37
½ year	½ year	½ year	½ year	Not stated.				38
1 year	1 year	1 year	....	1 year	1 year	1 year	1 year	39
½ year	½ year	....	....	½ year	½ year	½ year	....	40
1 year	1 year	1 year	....	1 year	1 year	1 year	1 year	41

CHAPTER XXVIII.

EDUCATIONAL STATISTICS.

I. REPORTS MADE TO THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATIONAL ASSOCIATION BY ITS COMMITTEE ON SCHOOL STATISTICS.

(a) PRELIMINARY REPORT, MADE AT THE PHILADELPHIA MEETING, FEBRUARY, 1891.

GENTLEMEN: Your committee appointed at the last annual meeting for the purpose of considering and reporting on the subject of school statistics, beg leave to offer the following preliminary report, setting forth the results of their studies on the subject, and postponing for another meeting, or for the work of another committee, if it be your pleasure, the completion of the details of a scheme of statistics which will afford the data required for a comparative study of domestic and foreign educational systems.

Your committee would first call attention to the object and purpose of collection of statistics, which they conceive to be the following:

Statistics reveal the nature and efficiency of the powers and forces involved in a process. Forces and powers are revealed in their results. Their results are of little moment, if dead results, except as they indicate what the living power has been and still is. In matters of education we inquire into the aims and purposes of the educative process, and learn this by a quantitative study of the means employed and the results obtained. It is evident, therefore, at the outset, that the quantities given by our statistical tables can have no significance except in connection with the qualitative elements involved. We pass over at once from the how many to the what kind. We seek, again, new quantitative data that may indicate the quality, but we never reach quantitative data that are significant in and for themselves.

Your committee would suggest as the four principal heads under which school statistics may be grouped: First, attendance of pupils. Second, course of study. Third, teaching forces and appliances. Fourth, support—revenue and expenditures. Under these four heads they would group the following details:

I.

Statistics of attendance should answer questions like the following: (*a*) How many? (*b*) How long? (*c*) Who? That is to say: (1) How many pupils in the aggregate? (2) How many relatively to the entire population? (3) How many relatively to the population of the school age, say 5 to 21, 6 to 14, or some other period agreed upon? Then this item should be further defined in five items: (1) How many enrolled during the annual session of school? *(2) How many as aver-

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* In a report made to the National Council of Education in 1891, by W. T. Harris, chairman of committee, the question of duplicate enrollments was discussed as follows (Proc. Nat. Ed. Ass., 1891, 364, 365):

"We have to inquire first, what is the total number of different pupils enrolled in school in the course of the year? This is the simplest of all inquiries, and yet there is great difficulty in obtaining accuracy in regard to it, for the reasons: first, inaccurate bookkeeping by the teacher; secondly, the habit of duplicate registrations.

"The statistics of no country or State can be considered as yet perfectly reliable in this item. Here are some of the ways in which duplicate registration comes in:

"(*a*) In rural districts a winter school is kept by one teacher, probably a man, and in the summer another session is kept, and by a woman. The statistics of these schools are reported to the central office of the town and thence to the State without making account of the duplicate registration of pupils. The summer school registers a large number of new pupils, especially of young children, but retains a good many of the winter pupils. As towns grow populous the two-session school is supplanted by the continuous-term school, and one registration takes the place of two. The States with rural districts which are gradually adopting the continuous-term school, therefore, frequently show a decrease in the annual enrollment of pupils, and seem, therefore, to be retrograding, whereas they are age belonging? (3) How many in actual average daily attendance? (4) How many were dropped and afterward readmitted? (5) The number of cases of tardiness.

Under the second item of attendance (How long?) we wish the number of daily school sessions for the year, and the hours of a school session, the length and hour of recesses and intermissions.

Under the third item of Who? we include such terms as—(1) How many of each sex? (2) How many at each year of age, and the average age? (3) Race. (4) How many born in the town or State where the school is situated? (5) How many born in other parts of the same nation? (6) How many born abroad? (7) Occupations of parents.

II.

Under the second of our four chief heads we should ask for statistics regarding the course of study, and thus determine by this grade of schools as follows: (*a*) Kindergarten. (*b*) Primary and grammar school. (*c*) Secondary education. (*d*) Higher education.

We should ask very carefully as to the relations of these items to the first class of items, especially age, sex, and average attendance.

The primary and grammar schools are to be distinguished from the secondary schools by the following tests: The introduction of algebra or of an ancient or modern language marks the beginning of the secondary course of study. The higher course of study should be marked by analytic mathematics, or by logical and philosophical studies, or by advanced language studies.

III.

The third general head, "The Teaching Forces and Appliances," includes: (1) Buildings and accommodations. (2) Size of schools under one principal teacher (or else number of pupils per teacher). (3) Number of teachers. (4) Supervision. (5) Means of training teachers. (6) Examinations of teachers. (7) Methods of discipline and instruction used by teachers.

IV.

The fourth general head, "The Support of Schools," includes: (1) Revenue, items of: (*a*) Receipts from State and local taxation. (*b*) Receipts from funds or productive property. (*c*) Receipts, if any, from tuition. (2) Expenditures: (*a*) For teachers' salaries, including supervision. (*b*) Incidentals, including janitor hire, fuel, apparatus, and other current expenses. (*c*) Permanent investments, including building and repairs.

Your committee would call attention to the importance of a detailed discussion of the use to be made of these several items, in studying the effective forces of educational systems, and in comparing one with another. Such discussion is not here attempted, but is suggested as a proper subject of a supplementary report. Moreover, your committee have observed the prime necessity for such a definition of the several items as to prevent misunderstanding. A description of the best methods of

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improving the quality and quantity of their education by increasing the annual term of school, and by engaging better teachers, and by actually enrolling a larger number of pupils, though not counting any of these twice.

"(*b*) But there is another source of duplicate enrollment in the fact that some schools—private academies being the first to do this—count each term of the year a separate affair, and give the enrollment for each of the three or four terms first in detail and then in the aggregate, without deducting duplications.

"(*c*) A third and more dangerous form of duplicate enrollment comes from enrolling twice those who are promoted from one school to another during the year; they are counted once in the primary school, for example, and again in the intermediate or grammar school to which they are transferred. This third form of duplicate enrollment used to vitiate the statistics of the large cities on the Atlantic coast—Philadelphia, in one year, for example, counting some 70,000 pupils twice in its returns, and making an aggregate of 177,000 when only 107,000 different pupils were actually enrolled.

"(*d*) Another cause of duplication is the neglect to make a matter of registration of the item of attendance of a pupil in another school within the same year, when receiving him by transfer. The constantly shifting population of a city causes this to be a considerable item.

"(*e*) Lastly, carelessness in keeping the annual register of a large school leads to a duplicate enrollment of many pupils who leave in the fall and return to school in the spring. Their former attendance has been forgotten by the principal of the school.

"There is need for a good device to prevent this duplicate enrollment, which vitiates all conclusions based on the item of actual school attendance. It should be required of each teacher to enter in a column after each pupil's name the fact of attendance or nonattendance previously in the same year in any other school in the State.

"In all large schools, where there are many teachers and many separate roll books kept, it should be required by the principal that each teacher should keep a column in which he or she write after each pupil's name the 'annual register number,' for the pupils enrolled in the annual register should be numbered. This 'annual register number' will prevent duplicate registration in the same school, and will facilitate the transfer of items of each separate teacher's roll book to the general register."

keeping and tabulating the several items would also be a very useful addition to such a report.

In dealing with reports, not merely reports from a foreign country, but with reports from different sections of the United States, your committee has been impressed with the necessity of a glossary of terms used in tabulating statistics. There should be a careful collation of all terms and designations used here and abroad, and so minute a description given of the processes of ascertaining the data under the several heads as to leave no doubt in the mind as to the exact meaning of each. Without this accurate information there can be no satisfactory comparative study of school systems.

All of which is respectfully submitted.

W. T. HARRIS.
JAS. MACALISTER.
GEORGE P. BROWN.

(b) REPORT MADE AT THE BROOKLYN MEETING, FEBRUARY, 1892.

To the Department of Superintendence:

GENTLEMEN: Your committee, consisting of the undersigned and Messrs. James MacAlister and George P. Brown, holding over from the last year, conclude their report on statistics by offering, first, a list of the items which, in their opinion, should be collected to show the workings of a school system. They have arranged these items in three classes. The first class includes the essential data which should be taken every year, and from all schools. This first list contains the essential and indispensable items for every annual report. The second list contains the more important of what we may call occasional statistics, and should not be expected every year, perhaps, nor from all schools. A State superintendent may, for example, collect statistics one year regarding the place of nativity of pupils and parents, another year he may take occupations, and another year he may collect items regarding the preparation of the teaching force.

In our third list we have included still less essential items, which may be collected at still rarer intervals.

In the next place, we have given a tabular summary showing in detail the items actually collected in the several States of the Union, and side by side with it an exhibit of the statistical items collected in the several countries of Europe. As these details can not be read before an audience, your committee submit the same for printing in an appendix, hoping that they will be found useful to State officers in the preparation of their forms and blanks for collecting these returns.

All of which is respectfully submitted.

W. T. HARRIS,
Chairman of Committee.

APPENDIX I.

SCHOOL STATISTICS.

I. Fundamental items.

1. Number of children of legal school age, classified by race and sex (school population): (a) White males, (b) white females, (c) colored males, (d) colored females. (These letters, a, b, c, d, are used in these tables always to indicate race or sex as here indicated.)
2. Number of pupils enrolled on the school registers (excluding duplicate registrations), classified by race and sex (a + b + c + d). The plus sign (+), when used, indicates that the items between which it is placed are taken separately. Thus a + b means that the white males and white females are given separately. Where this plus sign is omitted the items are not given separately in the reports.
3. Average daily attendance, classified by race and sex.
4. Average length of school year (days).
5. Number of teachers, classified by race and sex.
6. Number of pupils receiving kindergarten instruction, classified by race and sex.
7. Number of pupils receiving elementary instruction (including kindergarten pupils), classified by race and sex.
8. Number of pupils receiving secondary instruction, classified by race and sex.
9. Number of students receiving higher instruction, including colleges, schools of medicine, theology, law, technology, classified by race and sex.
10. Number of students in special schools, classified by race and sex, including trade schools, evening schools of all kinds, manual training schools, schools for the defective and dependent classes, reform schools, commercial schools, and nurses' training schools.
11. Number of buildings used as schoolhouses.
12. Total seating capacity of such buildings (number of pupils that can be accommodated).
13. Value of all property used for school purposes.
14. Average monthly salaries of teachers classified by race and sex.
15. Total school revenue. (1) Income from productive funds and rents. (2) State school fund. (3) Local taxes. (4) Other sources.
16. Total expenditure. (1) Salaries of teachers (including supervision). (2) Other current expenses. (3) Permanent expenditure (for buildings, grounds, etc.).
17. Amount of permanent invested funds.

II. Less essential but desirable items.

18. Age classification of pupils enrolled. (1) Number of pupils under six. (2) Number of pupils between six and seven, etc. * * * (11) Number of pupils between fifteen and sixteen. (12) Number of pupils over sixteen.
19. Number of cases of tardiness.
20. (1) Number of pupils born within the State. (2) Number of pupils born in other States. (3) Number of pupils born in foreign countries.
21. Occupations of parents: (1) agents, (2) bankers and brokers, (3) clerks and salesmen, (4) domestic servants and waiters, (5) draymen and teamsters, (6) farmers, (7) factory and mill operatives, (8) hotel and boarding-house keepers, (9) laborers (unskilled), (10) manufacturers, (11) mariners and boatmen, (12) mechanics and artisans, (13) miners and quarrymen, (14) merchants, traders, and dealers, (15) professionals, (16) public officials and employés, (17) railroad employés, (18) seamstresses, (19) saloon-keepers and bartenders, (20) unclassified.
22. Average number belonging, including temporary absentees.
23. Number of pupils in each branch of study.
24. (1) Average age of kindergarten pupils, (2) average age of elementary pupils, (3) average age of secondary pupils, (4) average age of higher pupils, (5) average age of special pupils.
25. (1) Number of normal schools. (2) Enrollment in normal department. (3) Average attendance (4) Number of teachers. (5) Expenses.

III. Occasional items.

26. (1) Number of teachers who have taught less than two years. (2) Number from two to five years. (3) Number over five years.
27. (1) Number of applicants for teachers' certificates. (2) Number who are certified.
28. (1) Number of teachers graduates of normal schools. (2) Number of teachers graduates of universities and colleges. (3) Number of teachers graduates of high schools, academies, etc. (4) Number of teachers who have received only an elementary education.
29. Number of pupils dropped and readmitted in the course of the year.
30. Number of hours in each school session.
31. Length of recesses or intermissions, and time of beginning.
32. Number of cases of corporal punishment.
33. Number of pupils promoted to next higher grade.

APPENDIX II.

An exhibit showing which of the essential items enumerated in Appendix I are reported by the several States of the Union and by leading foreign nations.*

I. The United States.

Alabama.—1. ab + cd (enumeration made on alternate years). 2. ab + cd. 3. ab + cd. 4. ab + cd. 5. a + b + c + d. 14. ab + cd. 15. (1) + (2) + (4); (3) is imperfectly given. 16. (1) and (3) are only reported in city districts. 23. 25.

Arizona.—1. ab. 2. a + b. 3. ab. 4. 5. a + b. 13. 14. a + b. 15. 16. 22.

Arkansas.—1. a + b + c + d. 2. a + b + c + d. 5. ac + bd. 11. 13. 14. ac + bd. 15. 16.

California.—1. a + b + c + d. 2. a + b. 3. ab. 4. 5. a + b. 7. 8. 11. 13. 15. 16. 22. 25. 27. 28.

Colorado.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 7. 8. 11. 12. 13. 14. a + b. 15. 16.

Connecticut.—1. ab. 2. ab. 3. ab. 4. 5. a + b. 6. 11. 12. 13. 14. a + b. 15. 16. 26.

Delaware.—1. a + b. 2. a + b. 3. 4. 5. a + b. 13. 14. a + b. 15. 16. 23. ab.

District of Columbia.—2. a + b + c + d. 3. ab + cd. 4. 5. a + b + c + d. 6. 7. 8. 10. 14. ab + cd. 15. 16. 22. 25. (1) (2) (3) (4).

Florida.—2. a + b + c + d. 3. ab + cd. 4. 5. a + b + c + d. 11. 13. 14. 15. 16. 23.

Georgia.—2. a+b+c+d. 3. ab+cd. 5. a+b+c+d. 7. 8. 15. 16. 23.

Idaho.—2. a+b. 4. 5. a+b. 15. 16.

Illinois.—1. a+b. 2. a+b. 3. ab. 4. 5. a+b. 8. a+b. 11. 13. 14. a+b. 15. 16. 17. 25. (1) (2) (3) (4) (5). 27.

Indiana.—1. a+b. 2. a+b. 3. ab. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 25.

Iowa.—1. a+b. 2. ab. 3. ab. 4. 5. a+b. 14. a+b. 15. 16. 26. (1) (2). 27. (1) (2).

Kansas.—1. ac+bd. 2. ac+bd. 3. ac+bd. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 27.

Kentucky.—1. a+b+c+d. 2. a+b+c+d. 3. a+b+c+d. 4. 5. a+b+c+d. 7. 8. 11. 13. 14. a+b+c+d. 15. 16. 23. (1) (4). 25. 26. (1). 27. (1) (2). 28. (1).

Louisiana.—2. a+b+c+d. 3. ab+cd. 4. 5. a+b+c+d. 11. 14. a+b+c+d. 15. 16.

Maine.—1. ab. 2. ab. 3. ab. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 23.

Maryland.—2. a+b+c+d. 3. ab+cd. 4. 5. a+b+c+d. 11. 15. 16. 23.

Massachusetts.—1. ab. 2. ab. 3. ab. 4. 5. a+b. 8. 14. a+b. 15. 16. 22. 25. 28. (1).

Michigan.—1. a+b. 2. a+b. 4. 5. 11. 12. 13. 15. 16.

Minnesota.—1. ab. 2. ab. 3. ab. 4. 5. a+b. 11. 13. 14. a+b. 16. 28. (1) (2) (3).

Mississippi.—1. a+b+c+d. 2. a+b+c+d. 3. a+b+c+d. 4. 5. a+b+c+d. 11. 13. 14. a+b+c+d. 15. 16. 27. (1) (2).

Missouri.—1. a+b+c+d. 2. a+b+c+d. 3. 5. 12. 13. 14. 15. 16. 27. b. 28. (1).

Montana.—1. a+b. 2. ab. 3. ab. 4. 5. a+b. 11. 13. 15. 16. 28. (1).

Nebraska.—1. ac+bd. 2. ac+bd. 3. abcd. 4. 5. ac+bd. 7. 8. 11. 13. 15. 16. 18. 27. (1) (2).

Nevada.—1. ab + cd. 2. ac + bd. 3. a + b + c + d. 4. 5. a + b. 11. 13. 14. a + b. 15. 16. 22. 26. (1).

New Hampshire.—2. a + b. 3. 4. 5. a + b. 11. 13. 14. a + b. 15. 16. 22. 26. (1).

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*Acknowledgment is here made by the committee to Mr. F. E. Upton, of the Bureau of Education, for valuable assistance in the compilation of this and the following appendices. (*W. T. H.*)

New Jersey.—1. abcd. 2. abcd. 3. abcd. 4. 5. ac + bd. 11. 12. 13. 14. ac + bd. 15. 16. 18. 27. (1) (2).

New Mexico.—1. a + b. 2. a + b. 3. a + b. 4. 5. a + b. 15. 16.

New York.—1. ab. 2. ab. 3. ab. 4. 5. a + b. 11. 13. 14. 15. 16. 27. (1) (2).

North Carolina.—1. a + b + c + d. 2. a + b + c + d. 3. abcd. 4. 5. abcd. 15. 16. 23.

North Dakota.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 7. 8. 11. 13. 14. a + b. 15. 16. 23.

Ohio.—1. a + b. 2. ac + bd. 3. ac + bd. 4. 5. a + b. 7. 8. 11. 13. 14. a + b. 15. 16. 23.

Oregon.—1. a + b. 2. a + b. 3. a + b. 4. 5. a + b. 11. 13. 14. a + b. 15. 16. 23. 27. (1) (2).

Pennsylvania.—1. ab. 2. a + b. 3. ab. 4. 5. a + b. 11. 12. 13. 14. a + b. 16. 26. (1) (4). 27. (1) (2). 28. (1) (2) (3).

Rhode Island.—1. ab. 2. a + b. 3. ab. 4. 5. a + b. 11. 13. 15. 16. 23.

South Carolina.—2. a + b + c + d. 3. a + b + c + d. 4. 5. a + b + c + d. 11. 13. 14. ac + bd. 15. 16. 23.

South Dakota.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 11. 12. 13. 14. a + b. 15. 16. 23. 27. (1) (2).

Tennessee.—1. a + b + c + d. 2. a + b + c + d. 3. ac + bd. 4. 5. a + b + c + d. 11. 13. 14. a + b + c + d. 15. 16. 23.

Texas.—2. a+b+c+d. 4. 5. ac+bd. 11. 12. 13. 14. a+b+c+d. 15. 16. 17. 23. 28. (1) (2).

Utah.—1. a+b. 2. a+b. 3. ab. 4 5. a+b. 13. 14. a+b. 15. 16. 23.

Vermont.—1. a+b. 2. a+b. 4. 5. a+b. 7. 8. 13. 14. a+b. 15. 16. 18. 23.

Virginia.—1. a+b+c+d. 2. a+b+c+d. 3. a+b+c+d. 4. 5. a+b+c+d. 8. ab+cd. 11. 12. ab+cd. 13. 14. ac+bd. 15. 16. 18. 24. 25. 27. (1) (2).

Washington.—1. a+b. 2. a+b. 3. a+b. 4. 5. a+b. 7. 8. 11. 12. 13. 14. a+b. 15. 16. 27. (1) (2).

West Virginia.—2. a+b+c+d. 3. a+b+c+d. 4. 5. a+b+c+d. 11. 13. 15. 16. 23. 27.

Wisconsin.—1. a+b. 2. a+b. 4. 5. a+b. 11. 12. 13. 14. a+b. 15. 16.

II. Foreign countries.

Canada, England.—1. ab. 2. a+b. 3. a+b. 4. 5. a+b. 6. a+b. 7. a+b. 12. 14. a+b (yearly) 15. 16. 18. ab (a+b in some cities). 23. 25. 26 (in some cities). 27. 28.

Scotland.—1. ab. 2. a+b. 3. a+b. 4. 5. a+b. 6. a+b. 7. a+b. 8. a+b. 12. 14. a+b (average annual salary). 15. 16. 18. ab. 23. 25. 27. 28.

France.—1. a+b. 2. a+b. 4. 5. a+b. 6. a+b. 7. a+b. 8. a+b. 9. ab. 10. ab. 11. 14. 15. 16. 18. 21 (Paris). 25. 28. 30. 31.

Italy.—1. ab. 2. a+b. 4 (by months). 5. a+b. 6. ab (reports infant schools which include Froebelian methods and a few kindergartens in the largest cities). 7. a+b. 8. a+b. 9. ab. 10. a+b. 11. 14. a+b (reports maximum and minimum annual salary). 15. 16. 25. a+b. 27. a+b (reports numbers certified). 28. a+b (reports graduates of normals). 30. 31.

Netherlands.—1. ab. 2. a+b. 5. a+b. 7. a+b (kindergartens not included). 8. a+b. 9. a+b. 10. a+b. 11. 14. ab (reports maximum and minimum annual salary). 15. 16. 23. a+b. 25. a+b. 27. a+b. 28. a+b (reports graduates of normals). 33. ab.

Spain.—1. ab. 2. a+b. 3. a+b. 5. a+b. 7. a+b (kindergartens not included). 8. a+b 9 (in part). 10 (in part). 11. 14. a+b (reports maximum and minimum annual salary). 15. 16. 25. a+b. 27. ab (reports numbers certified and those certificated). 28. ab (reports graduates with normal certificates). 30. 31.

Norway.—1. ab. 2. a+b. 4 (reports number of weeks). 5. a+b. 7. a+b (kindergartens not included). 8. a+b. 9. ab. 15. 16. 25. ab. 28. ab (reports graduates of normal schools and academies). 30. 31.

Sweden.—1. ab. 2. a+b. 4 (by weeks). 5. a+b. 7. a+b (kindergartens not included). 8. a+b. 9. ab. 10. a+b. 11. 14. a+b (reports maximum and minimum annual salary). 15. 16. 18. ab. 23. ab (reports per cent of pupils in each branch in secondary schools). 25. a+b (reports separate schools for the sexes). 30. 31. 33. ab.

Russia.—1. ab. 2. a+b. 5. ab. 7. a+b (kindergartens not included). 8. a+b. 9. a+b. 10. a+b. 15. 16. 25. a+b.

Prussia.—1. a+b. 2. a+b (every third year). 4. 5. a+b. 7. a+b. 8. a+b. 9. ab. 11. 15. 16. 17 (every third year). 25. 27. 28. 30.

Saxony.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. ab. 10. ab. 11. 15. 16. 17 (every third year). 25. 27. 28. 30.

Würtemberg.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. ab. 10. ab. 11. 15. 16. 17 (only partially). 25. 27. 28. 30.

Hamburg.—1. a+b. 2. a—b. 4. 5. a+b. 7. a+b. 8. a+b. 10. ab. 11. 15. 16. 17. 25. 27. 28.

Bremen.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 10. ab. 11. 15. 16. 25. 27. 28.

Lubeck.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 10. ab. 11. 15. 16. 25. 27. 28.

Austria.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. ab. 10. 11. 25. 27. 28. 30.

Hungary.—1. a+b. 2. a+b. 4. 5. a+b. 6. a+b. 7. a+b. 8. a+b. 9. ab. 10. ab. 11. 15. 16. 17. 25. 27. 28. 30.

Switzerland.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. a+b. 10. ab. 11. 15. 16. 25. 27. 28. 30.

APPENDIX III.

Giving the definitions of certain technical terms used in educational reports, together with their equivalents in certain foreign countries.

TECHNICAL TERMS USED IN EDUCATION—DEFINITIONS AND FOREIGN EQUIVALENTS.

1 (a). *School age.*—Age at which children are permitted free attendance at the public schools. This age varies in the different States, but 6 to 21 may be considered the representative school age in this country, being designed evidently to embrace all minors old enough to render school instruction advisable and profitable to them. The children of school age in each State, whatever that age may be, collectively constitute the school population of such State.

NOTE.—There are, in the foreign countries considered in this vocabulary, no terms corresponding in significance to "school age" and "school population," as understood in the United States. In a popular sense, however, as used in literature everywhere, "school age" includes the period of life from the age of 4 or 5 years to adult age, as the epoch most suitable for schooling.

1 (b). *Compulsory school age.*—The age at which children are obliged by law to attend school in those States of the Union having compulsory school laws. This age also varies in the several States, but 8 to 14 may be considered as the representative. The children subject to a compulsory school law constitute the "compulsory school population" of a State.
Eng. *Age for school attendance.*
Ger. *Schulpflichtige Alter.*
Fr. *Âge scolaire.*
It. *Obbligo di frequentare la scuola.*
Sp. *Edad escolar.*

NOTE.—The compulsory school age in the foreign countries considered above varies, but 6 to 13 may be regarded as typical. All the children subject to compulsory school laws in England and France, and the major part of those in Germany, are allowed free instruction at public schools.

1 (c). *School population.* See 1 (a) and note.

1 (d). *Compulsory school population.* For definition see 1 (b).
Eng. *Population of school age.*
Ger. *Schulpflichtige Kinder.*
Fr. *Enfants d'âge scolaire;* or, *Nombre d'enfants à instruire.*
It. *Popolazione da 6 a 12 anni.*
Sp. *Niños en edad de escuela.*

2. *Enrollment.*—Number of different pupils enrolled (or entered) on the school registers during any given year; or, in other words, the entire number of different pupils who have attended at any time during the year.
Eng. *Number of children (or scholars) on registers.*
Ger. *Zahl der Eingeschriebenen.*
Fr. *Nombre des inscrits.*
It. *Numero degli iscritti.*
Sp. *Número de niños concurrentes* (or *inscriptos*, or *matriculados*).

3 (a). *Attendance.*—Number of pupils present (on any given day or at any given time.)
Eng. *Attendance.*
Ger. *Frequenz*, determined on two test-days (*Stichtage*) each year.
Fr. *Fréquentation*, or *Élèves présents*, determined as in Germany.
Sp. *Asistencia.*

3 (b). *Average attendance.*—Average number of pupils attending each day or session.
Eng. *Average attendance.*
Sp. *Asistencia media*, or *promedio de la asistencia diaria.*

4 (a). *School year.*—(1) The year, or period of twelve months, for which school officials are elected appropriations of money made, teachers hired, school reports made, etc., though the annual epoch of some of these features sometimes dates from a different day from that of others. In the United States the school year usually begins the first of July, or some other day during the summer vacation. The term is sometimes restricted to (2) that portion of the school year during which the schools are in actual session.
Eng. *School year.* "A year or other period for which an annual parliamentary grant is * * * paid or payable." It "is the year ending with the last day of the month preceding that fixed for the inspectors' annual visit."—Ed. Acts Man., 17 ed., p. 375.
Ger. *Schuljahr.*
Fr. *Année scolaire.*
It. *Anno scolastico.*
Sp. *Año escolar.*

4 (b). *Length of school year.*—The number of days, weeks, or months the schools were in actual session during the school year. The expressions "length of schools," "duration of schools," "length of school term," etc., are also used. The *average length of the school year* is the average of a group of schools in which the number of days of session varies. As in most foreign governmental school systems the number of days is nearly uniform, this latter term has little application outside of the United States.
Eng. *Number of times school has kept.* This must be divided by two to get the number of days.
Ger. *Dauer des Schuljahres.*
Fr. *Durée de l'année scolaire.*
Sp. *Número de dias de clase.*

5. *Teacher.*—An instructor in an elementary or secondary school.
Eng. *Schoolmaster, schoolmistress, teacher.*
Ger. *Lehrer, Lehrerin.*
Fr. *Maître, maîtresse, instituteur, institutrice.*
It. *Insegnante maestro, maestra.*
Sp. *Maestro, maestra.*

6. *Kindergarten.*—A school for young children, from about 3 to 6 years, conducted after the methods of Froebel.
Eng. *Infant school, or class.*
Ger. *Kindergarten.*
Fr. *École maternelle.*
It. *Asili d'infancia.*
Sp. *Jardin de infantes.*

7. *Elementary instruction.*—Instruction in the first principles or rudiments of knowledge, including chiefly reading, writing, spelling, arithmetic, grammar, geography, United States history, and often the outlines of natural history and science, the pupil being prepared by this course to enter upon algebra and Latin or some modern language. Usually in the United States the first eight years of a fully

graded public school course mark the period of elementary instruction, taking the child at the age of about 6 years. *Elementary schools* are schools in which elementary instruction is the sole or predominating feature. These in a fully graded course may be subdivided into *primary schools* (first four years) and *grammar* (or *intermediate*) *schools* (second four years). Kindergarten instruction is also classed as elementary.

Eng. *Elementary instruction.*
Ger. *Elementar-Unterricht.*
Fr. *Enseignement primaire* (excluding the "primaire supérieur").
It. *Istruzione elementare.*
Sp. *Enseñanza primaria.*

8. *Secondary instruction.*—This is supposed to begin the ninth year of the course of study, and to take up algebra, geometry, natural philosophy, physical geography, Latin, Greek, French, and German for some or all pupils, and for the whole or a part of the four years; also an outline study of universal history, English literature, and some of the special natural sciences, as geology, human physiology, botany, etc. A *secondary school* is a school whose ultimate object is to give a secondary education, and which may or may not have a preparatory course of elementary grade or pupils pursuing elementary studies.

Eng. *Secondary* (or *intermediate*) *instruction.* The term "secondary schools" in England is applied to certain groups of schools designed for the education of the upper and middle classes, including *endowed grammar* (*i. e.*, classical) *schools*, *endowed nonclassical schools*, *private schools*, and *proprietary schools*. These are also known as *middle class schools*. They receive pupils at about the age of 8, continue them in their elementary studies, and carry them along to an age varying from 14 to 19, giving them an education in some cases higher, in others—especially in the "private" schools—not so high as is indicated by the term secondary in the United States. The nine great *public schools* of England (Eton, Harrow, etc.), which are properly "intermediate" schools—*i. e.*, standing between preparatory primary schools or private tutors, and the "universities"—receive pupils from 10 to 15, and are of higher grade than most of the secondary schools of the United States. *Higher board schools* have developed in some of the large cities, and correspond nearly to our public secondary schools (high schools), giving to the children of their people an opportunity to continue their education beyond the elementary grade. About 80,000 pupils pursue high school subjects in elementary schools.
Ger. *Höhere Unterricht* (*i. e.*, higher than that given in the Volksschulen).
Fr. *Enseignement primaire supérieur.* The instruction given in the *Division de grammaire* of *lycées* and *collèges communaux* also belongs here.
It. *Istruzione secondaria.*
Sp. *Enseñanza secundaria.*

9. *Higher* (or *superior*) *instruction.*—This is supposed to take the fourth epoch of four years in a complete course of education, secondary taking the third four years, and elementary education the first eight years. By topics and methods, the higher education is distinguished by taking mathematics in those branches which succeed plane geometry and elementary algebra; Latin and Greek writers that require more maturity of reflection to master, such as Horace, Livy, Tacitus, Juvenal, Cicero's moral essays, Homer, Demosthenes, Plato, Æschylus, Sophocles, Euripedes, Aristotle; physics treated by mathematics; rhetoric; mental philosophy; the philosophy of history. In general, the studies of higher education are conducted on a comparative method—with the purpose of treating each theme in the light of all branches of knowledge. A higher institution of learning is one whose ultimate object is to give a higher education, and which therefore may or may not have a preparatory department in which instruction is given in secondary or even elementary branches.

Eng. *University instruction; collegiate instruction.*
Ger. *Hochschulunterricht.*
Fr. *Enseignement supérieur.* The last three years of the *enseignement secondaire* is also of the higher grade according to the United States standard.
It. *Istruzione superiore.*
Sp. *Enseñanza universitaria.*

10 (a). *Special schools.*—Schools of elementary or secondary grade which (1) educate for some special trade, business, or occupation (*e. g.*, commercial colleges, art schools); or (2) educate some special class of persons (*e. g.*, deaf mutes, juvenile delinquents).

Sp. *Escuelas especiales.*

10 (b). *Evening schools.*—A class of special schools, generally public and located at the centers of population, designed to give evening instruction in elementary and sometimes in secondary branches, general and technical, to persons whose occupation, age, or both, prevent them from attending the day schools. A special feature of evening schools in some cities of the United States is the instruction of foreigners in the English language.

Eng. *Evening schools.*
Fr. *Classes* (or *cours*) *d'adultes.* (Held in the evening or on Sunday.) *Écoles du soir.*
It. *Scuole serali.*
Sp. *Clases nocturnas.*

10 (c). *Evening high schools. Continuation schools.*—A class of evening schools designed more particularly to give some degree of secondary education to youths who are obliged to go to work after finishing their elementary education in the day schools.

Ger. *Fortbildungsschulen.* (Evenings or Sundays.)

11. *Schoolhouse.*—A building used for school purposes, one in which instruction is given.

Eng. *School building.*
Ger. *Schulhaus.*
Fr. *Maison d'école.*
It. *Edificio scolastico. Locale per le scuole.*
Sp. *Casa de escuela.*

12. *Number of sittings for study*, excluding those used only for recitation purposes.

Eng. *Accommodation, number of seats.* Includes all seats, being total seating capacity.
Sp. *Area de las salas de clase.*

13. *School property.*—All property, real and personal, belonging to a school system (*i. e.*, not hired or rented), and designed to be used for school purposes, including school sites and buildings, furniture, libraries, apparatus, etc.
Eng. *School buildings, premises, and furnishing.*
Ger. *Schul-Eigenthum.*
Fr. *Bâtiments et matériaux scolaires.*
Sp. *Edeficios, menaje, y útiles escolares.*

14. *Salary* (*or wages*) *of teachers.*—The sum paid to teachers weekly, monthly, or annually, as compensation for their services. In computing the *average monthly salaries* of any group of teachers, weekly and annual salaries must be reduced to a monthly basis.
Eng. *Salary.*
Ger. *Gehalt.*
Fr. *Traitement.*
It. *Onorario stipendio.*
Sp. *Sueldos.*

15 (a). *Revenue* (*school*).—Money from any source received for school purposes.
Eng. *Income.*
Ger. *Einnahmen.*
Fr. *Ressources.*
It. *Rendita.*
Sp. *Ingresos* or *recursos*

15 (b). *State* (*school*) *tax.*—A uniform tax levied on all the property or polls of state, the proceeds whereof are apportioned to the counties, towns, or school districts, generally according to school population or average attendance.
Eng. *Rates.*
Ger. *Staats-Steuern.*

15 (c). *Local* (*school*) *taxes.*—County, town, and school district taxes for school purposes.
Eng. *Rates.*
Ger. *Orts-* (or *Municipal-*) *Steuern.*
Fr. *Centimes additionels*, or *spéciaux.*
It. *Tasse communale e provinciale.*
Sp. *Fondos provinciales, comunales, y municipales; impuestos departamentales de instrucción pública.*

15 (d). *Revenue from permanent funds.*—The interest on invested funds, including rent of school lands, if any.
Eng. *Income from endowment.*
Ger. *Interessen angelegter Fonds.*
Fr. *Produit des legs et dons.*
Sp. *Ingresos por donativos y legados.*

16 (a). *Expenditure* (*school*).—Money expended for school purposes.
Eng. *Expenditure.*
Ger. *Ausgaben.*
Fr. *Dépenses.*
It. *Spese generali.*
Sp. *Gastos.*

16 (b). *Amount paid to teachers* (for salaries), including salaries of superintendents.
Eng. *Teachers' salaries.*
Ger. *Ausgaben für Gehalte.*
Fr. *Traitements.*
It. *Stipendi; rimunerazioni ed indemnita al personale.*
Sp. *Obligaciones del personal; gastado en el personal enseñante.*

16 (c). *Other current expenditure* in addition to amount paid to teachers, *i. e.*, incidental or miscellaneous expenditure for the maintenance of the schools and care of school buildings, including, among other things, fuel, lighting, janitors, incidental repairs, free text-books, if any, and stationery, cost of administration, rent of hired buildings, etc. Foreign countries do not conform to this classification, but the analogous foreign terms are as follows:
Eng. *Miscellaneous expenditure.*
Ger. *Andere Ausgaben.*
Fr. *Dépenses diverses.*
Sp. *Eventuales; gastos en materiales, útiles, etc., de consumo anual.*

16 (d). *Permanent expenditure.*—Expenditure for school buildings (including permanent repairs), grounds, furniture, libraries, and lasting apparatus.
Eng. *Capital charges.*
Ger. *Baukosten.*
Fr. *Dépenses de construction.*
It. *Sussidi per construzione e riparazione di edifici scolastici.*
Sp. *Gastos que aumentan el capital escolar.*

17. *Permanent funds.*—Value of funds and other property yielding an annual revenue for school purposes.
Eng. *Endowment.*
Ger. *Fonds.*
Fr. *Dons et legs.*
Sp. *Donativos, legados, y mandos.*

19. *Tardy.*—Late in arriving at school.
Eng. *Not punctual.*
Ger. *Zuspätkommend.*
Fr. *En retard.*
Sp. *Falta de puntualidad.*

22. *Average number belonging* to a school, or system of schools, includes temporary absentees. Pupils absent for sickness or other cause, but with intention of returning to school, are considered as "belonging." This number differs from the number "enrolled" (see 2), inasmuch as the latter contains all different pupils who have attended at any time during the year, some of whom may have been dropped from the roll of those "belonging," on account of death, removal from the district, protracted sickness, entrance on business, etc.
Sp. *Alumnos existentes.*

25. *Normal school.*—A school designed for the professional training of persons intending to become teachers, usually maintained by a State or city.
Eng. *Training college.*
Ger. *Lehrer-Seminar.*
Fr. *École normale.*
It. *Scuela normale.*
Sp. *Escuela normale.*

27. *Certificate; license (to teach).*—A formal testimony of ability to teach, or permission to teach, awarded as the result of satisfactory examination before an examining board, or after having successfully completed a certain prescribed course of study, or given other evidence of capacity to teach.
Eng. *Certificate.*
Ger. *Zeugniss; Reifezeugniss; Licenz.*
Fr. *Titre* (or *brevet*) *de capacité; certificat d'aptitude pédagogique.*
It. *Diplóma d'abilitazione* (or *d'idoneita*).
Sp. *Certificado de aptitud; diploma; titulo de maestro.*

28 (a). *University.*—An institution for higher education, having as its nucleus a college in which the so-called liberal arts are taught in a course of three or four years for the degree of A. B., and in addition one or more departments for the learned professions, medicine, law, or divinity—or it may be for advanced or post-graduate work, along any lines of learning or investigation. In England the university unites several colleges.
Eng. *University.*
Ger. *Universität.*
Fr. *Faculté. Université* is the term very generally employed for the Paris "facultés."
It. *Università.*
Sp. *Universidad.*

28 (b). *College.*—Strictly speaking, an institution of higher education, usually with a four years' course completing preparation for the degree of A. B. The word college is also used in connection with a descriptive word to designate other species of higher education as "Agricultural College," "Medical College."
Eng. *College.*
Ger. *Gymnasium.*
Fr. *Lycée; collége communal (de plein exercice).*
It. *Ginnasio; liceo.*
Sp. *Instituto; colegio.*

28 (c). *High school.*—A public secondary school.
Eng. *Higher board school.*
Ger. *Höhere Schule.*
Fr. *École primaire supérieure.*

28 (d). *Academy; institute; seminary.*—Names given indifferently to private secondary schools. "Instituto" is occasionally applied to schools of higher grade.
Eng. *Grammar school; high school; institute; public school,* etc
Fr. *Établissement libre d'enseignement secondaire; établissement laïque; établissement ecclésiastique; petit seminaire.*
Sp. *Establecimientos privados de enseñanza secundaria; seminarios; institutos.*

30. *Session.*—A sitting of a school, or assembly of the pupils for recitations, exercises, and studies continuing from the time the school is called to order until the pupils are dismissed beyond the teachers' jurisdiction. There are generally either one or two sessions each day.
Eng. *Meeting of the school.*
Ger. *Schulstunde.*
Fr. *Classe.*
Sp. *Horas de clase.*

31. *Recess; intermission.*—Brief suspensions of school exercises, recurring periodically each day, for recreation, meals, or some other purpose. In public elementary schools holding sessions from 9 to 12 a. m., and from 1 to 4 p. m., two recesses of 15 minutes each take place, the first at or near the hour of 10:30 a. m., and the second at or near the hour of 2:30 p. m. The noon hour for dinner is not called a "recess," but usually an "intermission."
Ger. *Freiviertelstunde.*
Fr. *Récréations; sortie de midi.*
Sp. *Recreos; salidas.*

32. *Corporal punishment.*—Punishment inflicted upon a pupil's person, generally with a rod, cane, or ruler, but including a variety of other punishments in which bodily pain is caused. Other punishments, to be discriminated from corporal, are such as are based on the sense of honor, such as deprivation from privileges of the school, confinement after school hours, requirement to sit or stand in some unusual place, enrollment on a list of disgraced pupils, etc.

33 (a). *Promotion.*—Advancement from any grade to the next higher.
Eng. *Advance to higher standard.*
Ger. *Versetzung.*
Fr. *Avancement; montée d'une classe.*
Sp. *Promociones; pases.*

33 (b). *Grade; class.*—The body or group of pupils having the same degree of advancement, pursuing the same studies, etc. Year's work.
Eng. *Standard.*
Ger. *Klasse.*
Fr. *Classe.*
It. *Classe; grado.*
Sp. *Clase; grado; curso.*

II. EXAMINATION OF THE ESSENTIAL ELEMENTS OF STATISTICS OF PRIMARY INSTRUCTION.[1]

[The word "common" (communal), as used in this article, is synonymous with "public." An "adopted" school is a private school approved, and supported in part by the government.]

From the year in which the organic law promulgated in 1842[2] went in effect Belgium has been in possession of complete statistics of primary instruction and, since, 1845, she has published regularly the results in triennial reports, according to article 38 of this law.

This valuable result has been obtained without too many difficulties, thanks to an inspection, the manner in which it has been organized, and to the obligations which have been imposed upon it from the beginning.

The inspection of schools in Belgium is conducted in two stages. There are inspectors of cantons and inspectors of provinces.

The inspectors of cantons are required to visit the schools under their charge at least twice a year. They have to take detailed note of the results of each inspection, and to consign them to a register accessible at any time to the provincial inspector. According to the terms of the law, this register should contain a statistical account of the number of schools of the canton and of the pupils that attend them, with indication of the methods employed in each school and of the degree of zeal and aptitude, of which each of the teachers gives proof.

A ministerial circular of the 19th of August, 1843, has traced the model of a register for canton-inspection and has indicated the questions which the inspector should consider and try to solve, in order to be able to prepare the statistics and draw up the reports, which are demanded of him by the government.

This register is composed of tables after a uniform model. Two pages (left and right) are devoted to each school. The tables are divided in three successive subdivisions for each of the three years of a triennial period. Above the heading of the table the name of the canton is written. The information should be consigned to the register as follows: (1) Date of inspection. (2) Designation; (*a*) of the commune; (*b*) of the section; (*c*) of the population of the section. (3) Teacher; (*a*) name; (*b*) christian name; (*c*) age. (4) Nature of the school. [Indicate if the school is common (article 1 of the law), adopted (article 3) or private (article 2).] (5) Indication of the method of teaching employed by the instructor. (6) Indication of the degree of zeal and aptitude of which the teacher gives proof. (7) Total number of children instructed by the teacher: (*a*) boys; (*b*) girls; (*c*) total. (8) Number of poor children instructed by the teacher: (*a*) boys; (*b*) girl; (*c*) total. (9) Observations. As to the divers objects which should occupy a teacher in his visit to schools, they are mentioned in an "agenda" placed at the beginning of the register. They are as follows:

I. GENERAL INFORMATION.

(1) Into how many sections is the commune divided? (2) Designate these sections indicating their population. (3) Make known the number and nature of the schools found in each section (distinguishing them in the manner indicated in the heading of the table of inspection). (4) The sections which are deprived of primary teachers, can they, without too much difficulty, profit by the schools in neighboring section? (5) What is, by sections, the number of schools intended: (*a*) for boys alone; (*b*) for girls alone; (*c*) for children of both sexes. (6) Are the schools existing in the commune conveniently situated? (7) Are they sufficient in number? (8) In what sections is there felt a need of schools? (9) How do the authorities of the commune exercise supervision of the schools (article 7 of the law)? (10) Does the minister sometimes visit the schools of the locality?

II. PARTICULAR INFORMATION.

1. *Of the material of classes.*—(1) What is the local situation of the school? (Indicate in what section—in what street it is situated.) (2) Are the school premises kept in good condition? (3) What is the extent of the schoolroom? (4) Does the number of places marked there agree with the capacity of the room? (5) Supposing the school were in common for children of both sexes, has care been taken to raise

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[1] Translation of a paper read before the International Statistical Congress (Paris, 1878), by M. Lebon, chief of bureau at the department of the interior of Belgium.

[2] At the time of the presentation of this memoir (July, 1878), the law of 1842 was still in effect. It has been annulled by the law of July 1, 1879. The dispositions of the new law will have the effect of modifying partly the basis of statistics of primary instruction, but the facts presented in the present notice are nevertheless established. Henceforth they will belong to the domain of history; they will serve necessarily as starting point and for comparison for the statistics gathered according to the elements of the new legislation.

a partition at least a meter high between the boys and girls? (6) Is the room suitably lit? (7) Is there means provided for renewing the air? (8) Is care taken to preserve neatness? (9) Is the room properly heated in winter? (10) Of what does the furniture of the school consist? What is the condition of the same? In what is it incomplete? (11) Is there in the school a complete collection of weights and measures? (12) Is the image of Christ exposed to the view of the pupils? (13) Are the copy-books of the pupils kept with order and neatness? (14) What books are used in the school? (15) Among the books used in the school, are there any not approved by the government or clergy, each in the part in which it is concerned? Name them. (16) Are the closets sufficient in number, kept clean, and situated in such a manner as not to vitiate the air of the schoolroom?

2. *Of the persons teaching in the school.*—(1) What are the surname, Christian name, and age: First, of the principal; second, the underprincipals and assistants? (2) Show whether the principal is *communal, adopté*, or *privé*, in the meaning of article 2 of the law. (3) Is the teacher a layman or a member of a religious order? (If he is a layman, state from what normal school he came; if not a layman, show to what religious corporation he belongs.) (4) Does he not occupy any other position besides that of instructor? (5) Are not these positions an obstacle to the fulfilment of his duties as instructor? (6) Has he a good appearance? (7) Does he conduct himself well toward the authorities, the public, toward the parents, and toward his pupils? (8) What salary does he receive? (9) Has he the necessary qualifications to fulfill his duties? (10) Is he zealous and precise in the fulfillment of his duties? (11) Is he not occupied by matters foreign to the supervision of the school while the school is in session? (12) Does he not inflict too humiliating punishments upon his pupils? (13) Are his pupils well arranged in classes? (14) Does he maintain order during the recreations (during recess) or during the sessions of a class? (15) Does he conduct his pupils to divine services on Sundays and holy days? (16) What method of instruction does the teacher follow? (17) Does the teacher regularly attend conferences organized according to article 14 of the law? (18) What points of regulation does he leave unobserved? (19) His underprincipals and assistants, do they present the necessary guaranties?

3. *Of pupils.*—(1) How many pupils can the room seat? (2) How many are enrolled? How many present? How many absent? Among those absent, how many poor children are there? (Give separately the number of boys and girls.) (3) What are the reasons for absence furnished by the teacher? (4) What is the deportment of the pupils? (5) What is the sanitary condition of the pupils? (6) Are they vaccinated, and those who are not, have they had the smallpox? (7) Is their attitude in the class pleasing? (8) Is there any emulation between them? (9) Do they make progress in all the branches of studies? (10) Do they distinguish themselves in competition? (11) Do they attend the prayers with decency and devout attention at the beginning and end of the day's session?

4. *Of the branches of study.*—(1) Are the studies restricted to the limits assigned to primary elementary instruction by article 6 of the law of September 23, 1842? (2) Are any branches taught in the school comprised within higher primary instruction (article 34 of the law)? Indicate them. (3) Is moral and religious instruction duly given? (4) Do the pupils read correctly and in a manner to prove that they understand what they read? (5) Is the writing of the pupils regular, well formed, and legible? (6) Does the instruction in arithmetic show satisfactory results? (7) Has the legal system of weights and measures been successfully taught? (8) Are the pupils advanced in: (*a*) the study of the French language; (*b*) the study of the Flemish language? (9) Is singing taught, and with what success? (10) Is the branch of history pursued? What parts of history are taught, and what works are used in this study? (11) Give the same information in regard to geography. (12) Is linear drawing taught, and with what success; also surveying and other applications of practical geometry? (13) Is there a course of elementary natural history applicable to the usages of life? Is this course duly given? (14) Are there gymnastic exercises? (15) Is the study of manual training pursued successfully? What branches of manual labor are taught? (16) In what language are the lessons given?

These subjects of inquiry, however numerous and minute they may appear, have nevertheless received careful attention and there is not in all the country a register of cantonal inspection which has not been kept regularly and up to date.

On the other hand the provincial inspector, who corresponds directly with the canton-inspectors, his subordinates, is obliged to keep a register, by means of which he can ascertain if the teachers of his province fulfill their obligations, and if, on their part, the communal school authorities execute the provisions of the law in paying to teachers the salaries and emoluments which are due to them.

This organization enables the central administration to obtain in a few days such information as it may desire on the subject of schoolhouses, teachers, pupils, etc. For example, in a circular of December 19, 1873, a complete census has been demanded, for the 31st of the same month, having especial reference to: (*a*) The number, age, sex, and degree of instruction of the pupils of schools properly called primary (communal schools, adopted schools, and private schools) submitted to legal inspection; (*b*) The number of pupils who attend the schools for adults, infant schools, and apprentice schools, principally those who are more than 7 and below 14 years old; (*c*) The number and age of pupils of institutions of secondary instruction (atheneums, colleges, middle schools, etc.).

This census was taken accurately and promptly. The result of it has been published in a special pamphlet, which contains no less than 232 pages.

The provincial inspectors are required to make annually a report upon the condition of instruction within their respective jurisdictions. In conjunction with this report they have to furnish statistical tables, as follows:

CHAPTER I.

No. 1. Table of visits of schools made by the provincial inspector. No. 2. Table of visits of schools made by the inspectors of civil cantons. No. 3. Table of visits of schools made by delegated inspectresses.

CHAPTER II.

No. 1. Table showing the number and approximate value of works which compose the teacher's library of reference.[1] No. 2. Statistical abstract of male teachers' conferences that have taken place during the year. No. 3. Statistical abstract of female teachers' conferences that have been held during the year.

CHAPTER III.

No. 1. Statement of exemptions from and authorizations for the establishment of communal schools granted by the standing committee of the provincial council, according to article 4 of the law, with indication of the course the government has followed in application of the second paragraph of the same article.[1] No. 2. Table showing the number of schools properly called primary, of all denominations, up to the 31st of December.[1] No. 3. Numerical list of schools, properly called primary, which remain to be organized or to be adopted, that they may satisfy all the needs for instruction.[2] No. 4. Statistical abstract of school buildings and teachers' dwellings belonging to the community, up to the 31st of December. No. 5. Table of the condition of the furniture of schools properly called common primary, comprising also the collections of legal weights and measures, to the 31st of December.[1] No. 6. General abstract of the appointments of common primary teachers during the year. No. 7. Abstract of the appointments of common primary teachers made by the government during the year. No. 8. Table showing the suspensions and dismissals of teachers as well as the reasons therefor, during the year. No. 9. Numerical list of persons teaching in the schools properly called primary on the date of December 31.[1] No. 10. Table showing the average of salary and emoluments of persons teaching in the schools properly called common primary.[1] No. 11. Table showing the attendance of schools properly called primary, of all denominations, up to December 31.[1] No. 12. Table showing, first, the attendance of primary schools, common and adopted, during the scholastic year (Arts. 1 and 3 of the law); second, the number of pupils who left these establishments during the same year. No. 13. List of books serving for instruction in the primary schools pooks (but into thehands of the pupils).[1] No. 14. Statistical abstract of competitive exhibitions which have taken place between the primary schools during the triennial period.[2] No. 15. Table showing the number of infant schools to the 31st of December.[1] No. 16. Table of the attendance of infant schools, to the 31st of December.[1] No. 17. Table showing the number of day, evening, and Sunday schools for adults, to December 31.[1] No. 18. Table of the attendance of day, evening, and Sunday schools for adults, to December 31.[1] No. 19. Table showing the number of schools known under the name "*Ateliers de charité et d'apprentissage;*" condition on December 31.[1] No. 20. Table showing the attendance of the schools known under the name of "*Ateliers de charité et d'apprentissage;*" condition on December 31.[1] No. 21. Table showing the number and attendance of schools connected with the department of justice (asylums, almshouses, and prisons), to December 31.[1]

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[1] This abstract needs to be furnished but once every three years. The inspector will be expected to append it to the report of the last year of the triennial period.

[2] Table No. 14 should be accompanied by the list of questions proposed for each competitive examination.

SUPPLEMENTARY TABLES.

(A) Abstract of schools where optional branches are taught. (B) Statistical abstract concerning the teaching of manual training in primary schools. (C) Attendance of primary schools.

Independently of these statistical abstracts there are others of which the data are supplied by the provincial administration or by the central administration, those, for example, that give the detailed expenses made annually by the provinces and communes for various purposes related to primary instruction, such as expenses of conferences of male and female teachers; expenses of primary school exhibitions; construction and furnishing of schoolhouses; annual maintenance of primary schools (salaries and emoluments of teachers, apparatus, ordinary repairs, etc.), infant schools, schools of charity and apprenticeship, schools for adults, etc. The special abstracts furnished on these matters by each provincial governor are completed at the central administration, in that which concerns the state expenses, by means of special registers, showing expenses of inspection and supervision, the expenses of normal schools, salaries of officials, purchases, material, scholarships (*bourses d'étude*), etc.

As to the special statistics of primary normal schools, they are easily compiled by the central administration, which has at its disposal the necessary data as to the number and age of the pupils, their classification, the number of diplomas granted, etc

Summing up, the cantonal inspectors can furnish the most detailed statistics in regard to schools, teachers, pupils, etc.; the provincial administration possesses all the statistical data concerning expenses incurred by the provinces and communes; the central administration finally is in possession of all the data necessary to complete this sum total of information as to the expenses of the state for normal schools, for pensions and aids, for pecuniary assistance and grants of every kind, etc.

There is published every year by the government a detailed statement of funds expended for primary instruction proceeding from the following sources: (1) Cash on hand; (2) From tuition fees of paying pupils; (3) From public and private benefactions; (4) From communal grants; (5) From provincial grants; (6) From grants of the state. This abstract is composed of six tables, of which the titles and headings are as follows:

TABLE A.— 18——.—*Direction and supervision.—Administration, central commission, inspection, etc.*

Provinces.	General total of expenses.	Expenses of the provinces.			Expenses of the state.																				
		Total expenses of the provinces.	Compensation to civil inspectors of cantons.		Total expenses of the state.	Administration.			Inspection of normal schools.					Civil inspection.						Ecclesiastical inspection, compensation.				Examiners of the normal schools, traveling expenses.	
									Male inspector.			Female inspector.		Provincial inspectors.			Female inspectors delegated for female common schools and institutes of female teachers (traveling expenses).	Inspectors of cantons.		Catholic religion.					
			Fixed compensation.	Traveling expenses.		Central commission.	Cost of administration, printing, registers, etc.	Triennial reports.	Salary.	Office expenses.	Traveling expenses.	Salary.	Traveling expenses.	Salary.	Office expenses.	Traveling expenses.		Supplements to fixed compensation.	Traveling expenses.	Diocesan inspectors.	Inspectors of cantons.	Protestant general inspector.	Hebrew general inspector.	Examiners of male pupils.	Examiners of female pupils.

TABLE B.— 18——.—*Expenses of primary normal instruction.*

Provinces.	Total expenditure of all kinds.	Expenses of the pupils (amounts paid for tuition or board, deduction being made of the amount of scholarships).						Expenses of the communes, scholarships.						Expenses of the provinces.							
		Total expenses of the pupils.	State institutions.			Approved normal schools.		Total expenses of the communes.	State institutions.			Approved normal schools.		Total expenses of the provinces.	Scholarships.					Expenditures of institutes.	
			For male teachers.		For female teachers, normal schools.	For male teachers.	For female teachers.		For male teachers.		For female teachers, normal schools.	For male teachers.	For female teachers.		State institutions.			Approved normal schools.		For male teachers.	For female teachers.
			Normal schools	Normal sections.					Normal schools.	Normal sections.					For male teachers.		For female teachers, normal schools.	For male teachers.	For female teachers.		
															Normal schools.	Normal sections.					

TABLE B.— 18——.—*Expenses of primary normal instruction*—Continued.

Provinces.	Expenses of the state.																			
	Total expenditure of the state.	Expenses of establishment and material; salaries and grants.										Scholarships.					Noviciate assistance.		Conferences on horticulture.	Normal instruction of gymnastics, various expenses.
		State institutions.									Normal schools (approved) for female teachers, grants.	State institutions.			Approved normal schools.		Male teachers on probation.	Female teachers on probation.		
		For male teachers.						For female teachers, normal schools.				For male teachers.		For female teachers, normal schools.	For male teachers.	For female teachers.				
		Normal schools.			Normal sections.		Pensions for disengaged teachers of primary schools.	Cost of first establishment.	Personnel.	Material.		Normal schools.	Normal sections.							
		Cost of the first establishment.	Personnel.	Material.	Personnel.	Material.														

TABLE C.— 18——.—*Schools—Purchase, construction, repairs, and furnishing of schoolhouses and infant schools.*

Provinces.	General total.	Expenditure of local funds.					Provincial subsidies.	Subsidies granted by the state.			Observations.
		Total of expenditure of local funds.	Voluntary subscriptions, statute labor, etc.	Endowments, gifts, and legacies.	Grants from relief committees.	Communal grants.		Total of subsidies granted by the state.	Ordinary appropriations.	Extraordinary appropriations under the law of Aug. 14, 1873.	

TABLE D.— 18——.—*Schools—Schools properly called primary and primary schools for girls (operating expenses).*

Provinces.	Expenditure of all kinds.				Whence derived.								Remarks.
	Total operating expenses.	Total of expenses incurred for adopted schools.	Total of expenses incurred for common schools.		Cash on hand.	Local resources.					Subsidies from the provincial funds.	Subsidies from the state funds.	
			Personnel.	Material.		Total of local resources.	Endowments, gifts, and legacies.	Grants from relief committees.	Communal grants.	Tuition of solvent pupils.			

TABLE E.— 18——.—*Schools—Infant schools; day, evening, and Sunday schools for adults; industrial schools (operating expenses).*

Provinces.	Total operating expenses.	Cash on hand.	Expenditure of funds derived from—																			
			Public and private benevolence, including endowments.				Paying pupils (school tuitions).				The communes.				The provinces.				The state.			
			Total.	Infant schools.	Schools for adults.	Industrial schools.	Total.	Infant schools.	Schools for adults.	Industrial schools.	Total.	Infant schools.	Schools for adults.	Industrial schools.	Total.	Infant schools.	Schools for adults.	Industrial schools.	Total.	Infant schools.	Schools for adults.	Industrial schools.

TABLE F.— 18——.—*Funds for the encouragement of primary education.*

Provinces.	General total.	Expenditure of funds derived from public and private benefactions (aid by relief committees, proceeds of endowments, gifts, and legacies).				Expenses of the communes.				Provincial expenditures.						State expenditures.							
							Optional expenses.						Optional expenses.										
		Total expenditure met by public and private benefactions.	Paid into superannuation funds.	Aid for teachers in want and without employment.	Distribution of prizes among the pupils of common primary schools.	Total expenses of the commune.	Paid into superannuation funds.	Aid to teachers in want and without employment.	Distribution of prizes among pupils of common primary schools.	Total of provincial expenses.	Paid into superannuation funds.	Cost of school exhibitions.	Scholarships for pupils who distinguish themselves in the exhibitions. (Art. 29 of the law.)	Aid to teachers in want and without employment.	Publications on primary instruction.	Total of state expenditures.	Paid into superannuation funds.	Supplement of pensions to teachers.	Aid to teachers in want and without employment.	Compensation to teachers in service.	Purchase of books, etc., for the better pupils.	Publications on primary instruction.	Exhibitions of adult schools.

TABLE G.— 18——.—*General summary of expenditures.*

Provinces.	Direction and supervision, Table A.		Normal training, Table B.				Schools.																Encouragements, Table F.			
							Table C.				Table D.						Table E.									
	Provinces.	State.	Pupils.	Communes.	Provinces.	State.	Benefactions.	Communes.	Provinces.	State.	Balance from preceding year.	Benefactions.	Communes.	Provinces.	State.	Pupils.	Balance from preceding year.	Benefactions.	Pupils.	Communes.	Provinces.	State.	Benefactions.	Communes.	Provinces.	State.

SUMMARY OF THE SIX TABLES.

Provinces.	General total of expenditures.	Balance from preceding year.	Tuition fees of paying pupils.	Public benefactions.	Communes.	Provinces.	State.

Besides the detailed statement of the funds employed, the administration presents regularly, every three years according to the law, to the legislature a report upon the condition of primary instruction in Belgium. The eleventh volume (large folio of nearly 900 pages) appeared last year (1877). It contains, independent of the special inquiry which took place on the 31st of December, 1873, and of which I have spoken above, the statistical abstracts, of which the list is as follows:

1. INSPECTION AND SUPERVISION.

No. 1, table of the staff of the inspection of normal schools and the provincial inspection of primary schools. No. 2, table of visits to schools made by the provincial inspectors. No. 3, table of the staff of the civil canton inspectors. No. 4, table of visits to schools made by the civil canton inspectors. No. 5, table of the staff of ladies delegated to inspect girls' primary schools, infant schools, etc. No. 6, table of visits to schools made by inspectresses delegated. No. 7, table of the names of delegates charged by the provincial inspectors with the supervision of adult schools. No. 8, table of the staff of diocesan inspection. No. 9, table of visits to schools made by diocesan inspectors. No. 10, table of the staff of ecclesiastic inspection of the cantons. No. 11, table of visits to schools made by the ecclesiastic inspectors of the cantons.

2. NORMAL INSTRUCTION.

A. Normal schools and sections, for male teachers.—No. 12, table showing the administrative and teaching staff of state normal schools for male primary teachers. No. 13, table showing the number of pupils as well as the number and the amount of scholarships granted in the various normal institutions for male teachers. No. 14, abstract of diplomas awarded in the same institutions.

B. Normal schools for female teachers.—No. 15, table showing the composition of the administrative and teaching staff of the state normal school for the training of female primary teachers at Liége. No. 16, table showing the number of pupils as well as the number and amount of scholarships granted in the various normal schools for female teachers. No. 17, abstract of diplomas awarded in the various normal schools for female teachers.

C. Institutes.—No. 18, table showing the number and approximate value of the works that compose the institute libraries. No. 19, statistical abstract of male teachers' institutes that have been held during the triennial period. No. 20, statistical abstract of female teachers' institutes that have been held during the triennial period.

3. PRIMARY SCHOOLS OF ALL CLASSES.

No. 21, general abstract of questions given for the written examination in the competitive exhibition between the primary schools. No. 22, numerical abstract of authorizations and exemptions granted by the standing committees according to Art. 4 of the organic law of primary instruction, and which have been withdrawn by a royal decree, or which have become inapplicable. No. 23, numerical abstract of primary schools. No. 24, general abstract of common school buildings and teachers' dwellings. No. 25, table showing the state of furniture of the common primary schools. No. 26, number of schools properly called primary which it remains to organize or adopt to satisfy all the needs of instruction. No. 27, general abstract of appointments of common school teachers made during the triennial period. No. 28, number of appointments of teachers made by the government. No. 29, comparative abstract of appointments of teachers of common primary schools made during the last two triennial periods. No. 30, table showing the suspensions and revocations of teachers of common primary schools made during the last two triennial periods. No. 31, number of persons teaching in primary boarding and day schools. No. 32, tables of salaries (including the compensation of principals for gratuitous instruction and the tuition fees of paying pupils), of male and female teachers and of male and female assistants in the common schools. No. 33, numerical abstract of outside positions held by common-school teachers. No. 34, table showing attendance of schools properly called primary of all denominations on June 30. No. 35, table showing the attendance of schools properly called primary, of all denominations, on

December 31. No. 36, table showing 1, the attendance of primary schools, common and adopted; 2, the number of pupils who have left school for good during the session or at the close of the scholastic year. No. 37, list of books in use for instruction in primary schools. No. 38, abstract of schools where optional matter is taught conjointly with the obligatory matter enumerated in Art. 6 of the law of September 23, 1842. No. 39, statistical abstract concerning manual training in the schools properly called primary submitted to inspection. No. 40, statistical abstract of competitive exhibitions that have taken place between primary schools during the triennial period. No. 41, table showing the number of infant schools. No. 42, table showing the attendance of infant schools. No. 43, table showing the number of adult schools. No. 44, table showing the attendance of adult schools. No. 45, statistical abstract of exhibitions of adult schools. No. 46, table showing the number of schools known under the name of *"Ateliers de charité et d'apprentissage"* (charity and industrial schools). No. 47, table showing the attendance of these institutions. No. 48, table showing the number and attendance of primary schools in the jurisdiction of the department of justice and submitted to inspection. No. 49, classification of army recruits as regards their education.

4. ENCOURAGEMENTS.

No. 50, table of beneficiaries of the provincial superannuation funds. No. 51, table showing changes in the personnel of the superannuated list. No. 52, table of pensions and aid at the charge of the superannuation funds. No. 53, table of receipts and payments of the superannuation funds. Condition of the funds. No. 54, number and amount of grants during the triennial period to male and female teachers on probation who had received diplomas.

5. EXPENSES.

No. 55, abstract of grants to communities for the construction, furnishing, etc., of school buildings upon the ordinary appropriation bills. No. 56, detailed account of the disposition of funds devoted to primary instruction by the government as well as by the provinces and communes, etc., for each of the years of the triennial period.

As is to be seen, these statistics are complete, although confined to fifty-six tables; a number which certainly is not excessive, if it is borne in mind that we are concerned with a scheme of statistics that will embrace all the data of which primary teaching is actually susceptible.

As to the headings of each of the columns of the tables, I believe I can dispense with reproducing them here. The details would be too long. Let it suffice, in case of need, to recur to the reports themselves.

It pertains to you, gentlemen, to determine up to what point the manner in which the statistical scheme as drawn up would satisfy the desiderata indicated by the tenth question, placed in the programme of the present international reunion. What I can affirm is that these statistics are kept regularly, without interruption, and have been published for the last thirty-three years (eleven triennial reports), which has permitted the central administration of Belgium to trace for this already long period those very complete diagrams which figure in the Exposition of the Champ de Mars in the special annex of education, and which have attracted the attention of the most competent men.

CHAPTER XXIX.

DISCUSSIONS OF CURRENT EDUCATIONAL QUESTIONS.

I. EDUCATION.

The new movement in education.—G. Stanley Hall (in the University Magazine): The academic year which closed last October (1891) has been perhaps the most eventful in all the history of education. The December conference at Berlin, at which the Emperor himself made a vigorous address, marked more than anything of recent date a distinct advance toward a purely modern and national as distinct from mediæval curriculum. Last September the English schools became practically free. This was the result of active efforts for many years, and when the reform is completed it will involve an addition of several million pounds annually to the educational budget. In June last the new French University was christened. This movement will place all the institutions of academic grade in France upon the basis of similar institutions in Germany, and involve some radical reconstructions, and even some improvements upon the German model. It indicates an unusual confidence in educational reforms for France to thus avowedly copy the models of her hereditary enemy. During last summer a provisional draft charter for the new Albert University of London was drawn up and has been agreed to by most of the higher educational institutions of that city, save the College of Physicians and Surgeons, and London University, which still hold aloof. This movement is also the result of long struggle and promises to give a fit temple of learning to the largest center of population in the world. In the province of Ontario, Canada, marked progress has been made in the movement toward the federation of universities, a movement which, if it could be accomplished in a State like Ohio, which has nearly twice as many as all Germany, would mark a prodigious advance. The new Stanford University, on the Pacific Coast, has been opened with the brightest prospects; and another with no less brilliant outlook is soon to open in Chicago. Great progress has been made toward the reduction of the traditional four college years to three. These events are samples from which we may divine the great deepening and broadening of educational interests.

If we extend our survey from the last school year to the last several years, we find everywhere an advance no less than amazing. France has revolutionized her system of lower schools since 1874, and increased her educational budget at a rate with no parallel in history, building thousands of new school houses of all grades, a single lycée that cost $2,500,000, the new sorbonne costing several millions, an enormous medical school with clinics, hospital, etc. About 100,000 children in the French possessions of North Africa are now at school. Egypt has an elaborate school system, the annual reports of which are full of interest. Japan has been reconstructed and occidentalized since 1868—its year 1—by an admirable and very complete educational system. A London superintendent lately pronounced the schools of New Zealand among the best in the world, and the reports from the schools of that, till lately, barbarous country, show phenomenal changes. India has a system of both indigenous and English schools, and three universities, which are as full of interest as they are unique. Australia has just developed a new university; a new one, too, has just been opened at Tomsk in Siberia; Athens has lately completed a magnificent academy building of Pentelecon marble, costing $1,000,000, given by a wealthy Greek merchant, Sina by name, and has a well equipped university, with a complete school system; besides Sweden has developed the most modern system of intermediate education in the world by a recent revolutionary law. By the radical new law of 1884 the Russian universities were reconstructed with a design on the part of the Government to make them more effective. The United States now spends over $170,000,000 a year on its schools, not including over $10,000,000 annually spent in its colleges and universities. This is a larger sum than is spent in any other branch of the public service and is surpassed only by pensions. The new Catholic University at Washington; the new advances and changes at Yale and Harvard universities; of the regents of the University of the State of New York; the upward movement at Columbia; the grounding of Clark University, the only one in the country devoted solely to graduate work; of the Pratt and now the Drexel Institute; the efficient work of Judge Draper, State superintendent of the schools of New York; the founding of new journals (The Pedagogical Seminary, The Educational Review, School and College, The Academy and Education), all of higher tone than existed in this country before; the Johns Hopkins University; the rapidly growing possibilities of education and scientific advance among the Government institutions at Washington, including the new National Museum, the Surgeon-General's Library building, and now the new observatory. These show that our own country is not inclined to be behind in this marvelous growth. * * *

Education has gradually now become an almost universal faith and practice. It is the one thing in which all people, who agree in nothing else, believe. Men differ in creed, in race, in culture, in party, but men and women of all ranks and stations unite in their faith in the power of curricularized knowledge to prevent a relapse to barbarism and to insure general progress and individual success in life. Philosophy, theology, and the church have each at times postulated and sought to establish doctrines and practices in which everybody believed, a *consensus omnium gentium*. Belief in education is this consent. It is more universal than Catholicism. It controls the body and soul of the growing child for more hours of every week than any other institution in history has ever done. Does not a consent so broad, a faith so deep, now give to education a peculiar religious consecration?

The diffusion of knowledge by newspaper and book.—William T. Harris: Man is first a speaking animal and next a writing animal. Each word that he uses expresses a general meaning. Each word therefore stores up an indefinite amount of experience. All men may pour into it their experience and by it recognize the experience of others. The art of writing at once increases infinitely the possibility of intercommunication, because it preserves the experience recorded for persons widely separated in space and far removed in time. It renders every where in some sense a here and every when a now. But mechanic invention comes to the aid of speech and the elementary arts of writing by printing with movable types. Printing and gunpowder are two great elementary arts both attributed to the Germanic race—the two wheels of modern civilization, so to speak. But the Anglo-Saxon has added the steam engine and the telegraph. The one makes locomotion possible to an increasing degree, and the other makes instantaneous intercommunication with all places possible.

Armed with these instrumentalities, our modern civilization lives on a sort of spiritual borderland. It looks across its frontier and is in a constant process of interaction with all other nations. The great instrument of this process is the daily newspaper. People are becoming from year to year a traveled people—in a short time the per cent of the population that has crossed the ocean has doubled. The per cent that has visited the Western borderland has quadrupled. But the per cent of people who live in constant daily interrelation with all mankind by aid of the daily newspaper has increased a hundredfold within a single generation.

This single fact is the most significant one in all modern history. By a glance into its meaning we see to what an extent our civilization has become a constant miracle.

There go to the making up of the newspaper of to-day a vast congeries of mechanical and intellectual appliances. It is so complete in its instrumentalities that it realizes many of the conceptions cherished in the childhood of the race as mythological fancies. Odin's ravens, the wishing cap of Fortunatus; the cloak of invisibility, the "seven-league boots," the winged feet of Mercury—in short, all appliances whereby a then becomes a now and whereby a there becomes a here, are well-nigh realized in the modern daily newspaper, so far as the presentation to each man of the spectacle of the activity of his entire race is concerned. The consequences of this fact are momentous. It is obvious that there is an immense shrinkage in the importance of near events, of events that concern small transactions. The consequent enlargement of the views of ordinary men, who form the masses of mankind, follows as a result.

It follows also that urban life—the life of the inhabitant of the city, with its social advantages—penetrates the country wherever the railroad and telegraph make possible the daily newspaper. It follows, moreover, that the mind of the average citizen becomes habituated to thinking of the great individualities of the world, such as corporations, states, vocations, social organizations, institutions, commercial enterprises, national undertakings; to seeing, in short, the activity of his fellowmen under the form of vast processes, instead of that former narrow view of mere individual exploits of mere commonplace people.

Another consequence of this is the gradual elimination of mere local peculiarities, the limitations of caste and narrow self-interest, and the consequent approach of the ideas of each and every people—that participates in civilization and supports its daily newspapers—toward a common ideal standard of humanity. This is not a reduction of all to one insipid standard on a lower level; it is the elevation of the members of the human race to the higher level of its ideal.

The daily glimpse of the spectacle of the human race, which our generation is becoming accustomed to, combines in one all the educative virtues of the means and appliances heretofore employed by the four forms of education furnished by the institutions of civilizations, namely, the family, civil society, the State, and the church.

In proportion as the spectacle of the whole world of humanity becomes an adequate one, and its presentation a complete one, it becomes wholesome and moral.

The growth of prose fiction in modern times is a marvelous phenomenon that is not to be explained apart from the fact of the newspaper and periodical which has furnished the vehicle for its transmission to the public that reads it.

Not only does the well-equipped daily newspaper represent on its editorial staff the topics of commerce and transportation, the courts, the local gossip, the telegraph news, the political movements, the new discoveries in science and the useful arts, and the new productions in the fine arts, but it gives its department of fiction, in which the manners and morals of society are reflected, the virtues and vices and their consequences, and especially the habits of polite society.

If we but consider it, even the so-called "trashy novel" has a side of usefulness. It is condemned because of its description of empty trifles, the ceremonies and civilities of polite society; it expends much space in giving the outermost appearance of hings, and its characters are mere "dummies," like those which the clothier and the milliner use to support and display their costumes. But even these empty externalities are interesting and valuable to the youth who is trying to rise from a low condition into polished society by industry and the acquirements of wealth. The boorishness of manner which hinders him in his progress of ascent is in process of removal through familiarity with the ways of society which he finds described in his "trashy" novel.

Whatever may be the causes of crime, whatever may be its prevention or cure, there is force in the argument that the tendency of stories of crime is to become more true to the realities, and to present the career of the criminal in its native hideousness. All literary art progresses toward completeness of representation, and even the depraved taste soon tires of stories which always describe the criminal as successful against the law; and the moment that the history of the criminal is given with truth, and his deed is shown to involve its own dreadful consequences, then even the criminal novel becomes moral in its tone.

There is an element of revolt against what is rational in everyone of us, as unregenerate or as merely natural beings, *i. e.*, as animals. It is only as we gradually learn to recognize in the law a correct statement of our essential being that we become reconciled to it, and take sides against the violator of justice and right. Until then we are prone to feel interest in the outlaw, as in one who raises the banner of individual freedom. Liberty is confounded with license.

It is here that we approach the question of punishment as it is involved in the newspaper. For not only is the newspaper infinitely great as an instrumentality for education and the widening of intelligence, but in its function of punisher of sin and crime, it is the most terrible engine yet invented.

The urban or city civilization is a newspaper civilization, if we characterize it by the most important instrument that it has invented. Into the daily newspaper as into a magic mirror the modern citizen looks and sees the spectacle of the doings of the entire world. The movements of commerce; the transactions of the various nations in so far as these are outside of routine; extraordinary crimes and retributions; the events of society; the doings in science, art, literature, the drama, and an indefinite domain of personal gossip—all these are presented to the citizen, and he regularly adjusts himself each morning to his world environment.

Formerly, before the railroad and telegraph had rendered possible the daily newspaper, each person adjusted himself to his narrow environment through village gossip which he heard at the neighboring inn or at the clubs. Now, instead of village gossip, he reads world gossip without leaving his fireside or breakfast-table.

In the past civilization each section grew more sectional, except in times of great wars that mingled the soldiery of different localities. In the modern civilization the daily newspapers of all lands have substantially the same presentation of the world, and reflect more nearly the same views. The newspaper is therefore a sort of world court, in which passing events are brought up daily for judgment.

Under these circumstances there arises into power the majestic presence of public opinion, a might which controls the actions of kings, the deliberations of parliaments, and the ballots of electors. Public opinion is become the educator of nations. Formerly, through ignorance of the effect that overt acts might have, nations were often precipitated into war. Now, it is easy for statesmanship to feel the pulse of nations in advance, and by prudent diplomacy avoid extreme issues.

The newspaper is the organ of public opinion, and in this capacity it tries and judges criminals, and it punishes all manner of sin that escapes the whip of the law. It rewards good deeds, and sounds the trumpet of fame before the favorites of public opinion. The newspaper popularizes science and literature. It has a page of fiction, in which the modern literary artist paints the ideals of society with halos of glory, or with satire and caricature.

When each human being beholds the same spectacle beheld by all others, and assists all in forming the high court of public opinion, there is realized at once the most powerful educational means ever invented for uniting men in thought and sentiment. Even the old-fashioned village gossip was a powerful means in its way to eliminate from the individual his whimsicalities and idiosyncrasies. The modern public opinion is based on world gossip, and is far more potent for good. Mrs. Grundy's opinion becomes dignified and oracular when it voices the verdict of nations.

One consequence of this new realization of the magic mirror in which all humanity is reflected is the rise of the true cosmopolitan spirit—a mutual toleration of all peoples. A profounder habit of considering one's fellow-men enables us to see the same humanity under strange disguises of costume and diverse language.

By the printed page, now universally diffused and the possible possession of every member of society, the humblest individual has access at his own pleasure and convenience wherever time and place find him, to the wisest and most gifted of his race. He may penetrate by his industry during his leisure hours their deep solutions of the problem of life, and become himself wise like them.

Not only the printed book affords this access, but the printed page of the newspaper comes more and more to serve up each morning for the people of every urban population, *i. e.*, every city and town and every village on the railroad, a spiritual breakfast, with many courses; a few thoughts of the wise, a poem or two, some popular statements of the recent results of science, some pieces of biography and history, and, chiefly, a complete picture of the movement of the world of humanity far and near—so complete a picture that from day to day the events seem to march forward from inception to denouement, before our eyes, with the consequence and necessity that we see in the dramas of Æschylus and Sophocles. Through the prose reality of everyday life as seen in the newspaper column there shines the great purpose of history.

We find the printed page in its myriad forms the most potent agency for the realization of the high spiritual being of man in the image of God, and the most perfect means for the emancipation of man from slavery to his own ignorance and passions, and from his dependence on others for guidance and direction. He becomes less dependent on a fellow-man for master—one brain to govern two pair of hands—and more independent and self-directive, more rational, and more participative in the wisdom and goodness of the human race.

This participation has been rendered possible by the inventions which have brought the art of printing to what it is and by the other inventions that have facilitated transportation and rapid communication.

Delayed development.—Rev. A. H. Quint, in the Congregationalist: Some natures start upon what may be called a visible development later than others. The schools are full of such cases. From some cause, perhaps from unfavorable circumstances, the powers were not awakened. It was like seed in a cold soil. Perhaps some stimulus was needed, some motive power, sufficient to awaken the energies. Some boys have been waiting for a wise teacher to direct them. It is unfortunate that the system of sharply graded schools, with all its advantages, has the disadvantage of depressing individuality. In the old district schools younger or slower pupils learned nearly as much by absorption from the recitations of the more advanced as from their own direct study. The graded system naturally keeps back the slower minds, especially by failure to allow promotion, often to their positive injury. Such lack stimulus, lack encouragement. I am sure that pupils often do better by going on very imperfectly than they would by being kept back for continual restudy of the same monotonous work. Many a teacher thoroughly understands this subject and adapts his work to the individual needs of pupils into whose condition and ability he has an intuitive insight. The true teacher never despairs.

Then, again, some minds work more slowly than others and the development at different stages is, of course, later. Here, again, is a defiance to any theory of uniformity. The machinery which would demand such uniformity is necessarily clumsy. Nor is slowness a cause for discouragement. It is not rapidity of growth, but its quality, which tells. Sunflowers grow up very rapidly, and the growth of white oaks in a year's time is hardly visible. But the white oaks last for centuries.

It is not true that college valedictorians are never heard of after graduating. But it is often true that in the course of years many a classmate develops into a greater manhood than the valedictorian. Perhaps the first scholar ripened too early and in his brilliant exercise of powers exhausted those powers or attained his growth in his youth. It would not be a fair comparison to say that the early summer fruits are the specially short-lived ones as compared with those of autumn, but it is true that youthful brilliancy may not be the strongest prophecy of solid autumn harvests. Nor is it a fact that men destitute of early rapid development may not come to be the strongest men in a mature generation. There would be no difficulty in finding the names of men whose early development was slow, but whose ripened experience has given them positions of respect and power. On the other hand, I recall a shrewd remark made regarding a particular person before his life ended at a mature age: "Yes, he has been a very promising boy all his life."

There is sometimes another reason for delay in development. It is when the person has not found his fitting place. I know a boy—no, he is a young man—who is making a remarkable success in everything pertaining to electricity and electrical machinery. He never was a dull boy, but I am sure that he would have practically been a failure if the tastes of his boyhood had been thwarted. His mental development, aside from his mere technical knowledge, is as strong and clear as that of men in any pursuits. He might never have been an able lawyer, but his training in his own line has given him as vigorous, clear, and accurate a mind, and as good power of reasoning, as is secured by lawyers, of a high grade. Sometimes such development waits for just the right line in life. If there be real power, there is restlessness until the true place is found. That place, for the best development, means conscience, object in life, tastes, and mental characteristics. Given the right opportunity, and such a person goes on to success. If development is not witnessed, it is fair to ask whether there has been the natural opportunity, so far as work is concerned. In the case of a boy, it is fair to ask whether his natural drift has been observed; whether, if he is old enough, some object in life is clearly before him, in which he is to find stimulus for preparation; whether he is under the guidance of a teacher who comprehends his fitnesses and needs; whether he is the victim of some system of machinery as remorseless as that of a cotton mill.

The worst method of dealing with a slow boy is to get angry and call him hard names. Give him a chance. Deal gently with him. A slight recollection comes to me of a girl in a grammar school who, I was told, could never pass the requisite examination for promotion. I was present on the day of a kind of exhibition examination. I had asked to have this girl quietly pointed out to me. Questions in arithmetic were thrown out to the class; up went the hands of ready pupils, and the girl in question seemed to me rather bewildered. I concluded to try an experiment. I asked the teacher to give out another problem very slowly, to repeat it after a pause, and said that no hands were to be lifted until I called for them. I gave a considerable time for the pupils to think and saw a look of intelligence come over the girl's face. Calling then for the hands, the girl's right hand went up with the others, and I naturally asked her for the answers. Her work was correct. She had been suffering from impatient haste.

The relation of mnemonic systems to the cultivation of power of thought.—Report of a committee of the National Council of Education: Your committee for psychological inquiry have selected for their report this year the question of memory so far as it relates to schemes devised for its aid. They have considered it to be evident that whatever cultivation of memory tends to the arrest of the power of rational thinking is to be by all means avoided. It seems, therefore, to them that some of the schemes of mnemonics which are advocated are to be condemned without reservation. Those which proceed upon the principle that memory is to be cultivated by association, and that all kinds of association are equally good, should fall under the ban. For in order to find interesting associations they suggest the search for absurd and ridiculous relations. The philosopher Locke has condemned such devices, and asserted that "the connection in our minds of ideas in themselves loose and independent of one another has such an influence, and is of so great force, to set us wrong in our actions, as well moral and natural, passions, reasonings, and notions themselves, that perhaps there is not any one thing that deserves more to be looked after."

Your committee think that in all cases the mind should seek essential relations, and particularly the relation of cause and effect and that of individual and species. Necessary connection enables the mind to make deductions, and thus it acquires a sort of generative memory, so to speak, a memory which can deduce or develop from given data the other data that stand in relation to it. It is true that this is difficult with regard to certain classes of memory, as, for instance, the memory of proper names, or the memory of dates, or memory of words in general.

Your committee think that the memory of dates, names, or words in general can and should be cultivated to some extent without attempting association of any kind except that of sequence. The committing to memory of fine passages from poets and literary prose writers certainly cultivates a memory for words without detriment to thought. A memorized list of proper names, names of persons of historic note or characters in the great literary works of art, such as the plays of Shakespeare, the Iliad, and Odyssey—the memorizing of these names will serve the double purpose of being at once very useful and a means of arousing into activity faculties in the mind grown torpid. Also the memorizing of paradigms in the study of language has the effect to cultivate this memory of words and isolated items. If the mind thinks at all in the process of memorizing these lists of proper names and the important dates of history or the paradigms of grammar, it considers the deeds and characters of the persons named, or the events associated with the dates, or the logical relation of the inflections to the verbs and nouns inflected. And such kind of thinking as this is positive and valuable. But in case of associating in accordance with certain mnemonic rules the names, dates, and inflections with arbitrary and fanciful suggestions, the thinking power is set moving on wrong lines.

If the discovery of Broca, generally recognized as the beginning of physiological psychology on the new basis, is to be understood in the sense that a certain convolution near the base of the brain is used by the mind in recalling words and associating them with ideas, it would seem that a cultivation of the memory of words should be undertaken in later life by all people who have an incipient tendency to aphasia. If a person finds himself forgetful of names it is a health-giving process to take a certain portion of time in committing to memory words. If this is done by committing to memory new master-pieces of poetry and prose, or in committing to memory the words of a new language, there is profit and gain to the thinking powers as well as to the memory. Doubtless the cultivation of verbal memory, building up as it does a certain convolution in the brain, has a tendency to prevent local paralysis in that organ.

This contains a hint in the direction of keeping up in the later part of life the faculties which are usually so active in youth. The tendency is to neglect childish faculties and allow them to become torpid. But if this is liable to weaken certain portions of the brain in such a way as to induce hemorrhage, ending in softening of the brain, certainly the memory should be cultivated, if only for the health of the brain and the memory, for mechanical items and details should be cultivated on grounds of health as well as on grounds of culture.

Your committee presents these considerations as looking towards the true solution of the much-vexed question of memory in schools. The extreme advocates of rational method of teaching are perhaps wrong in repudiating entirely all mechanical memory of dates and names or items. Certainly they are right in opposing the extremes of the old pedagogy, which obliged the pupils to memorize page after page the contents of a grammar "verbatim et literatim et punctuatim," as, for instance, the graduates of the Boston Latin School tell us was the custom early in this century. But is there not a middle ground? Is there not a minimum list of details of dates and names which must and should be memorized both on account of the health of the nervous system and on account of the intrinsic usefulness of the data themselves? And must not the person in later life continue to exercise these classes of memory which deal with details for the sake of physical health?

Your committee have obtained the assistance of a distinguished specialist in these matters of memory, Dr. Pick, of London, who is noted for his repudiation of fanciful methods of mnemonics and for his adoption of rational methods in their place. Dr. Pick has promised to open the discussion on this report by some appropriate remarks.

All of which is respectfully submitted.

W. T. HARRIS.

As a member of the committee, I take pleasure in signing the report prepared by Dr. Harris.

E. O. LYTE.

Childhood from a medical standpoint.—Henry Ling Taylor, M. D., in the Popular Science Monthly: It is natural for the young child to move about and change its attitude almost incessantly; in the words of Sir William Jenner, "it joys to exercise every muscle;" and it is equally true that its eyes, attention, and mind should never be directed continuously at one object for very long. A child loves to glance at this object, pick up that, reach out for a third, not restlessly but wonderingly, caressingly, and joyously, just as a short time before the infant played contentedly with its rattle or its ring, waving it about or putting it into its mouth with endless repetition, but always without studious observation or strain of attention. I am afraid we often injure their small eyes and tender brains by requiring continuous repose of body and fixation of eye and attention on some one object, as is often done in the kindergarten and primary work, at the cost of ocular and nervous strain; and this combined with bad light and general driving may account for much of modern myopia, headache, and nervous troubles. We should advance in the education of muscle, eye, and brain from the general to the particular, and impose no task requiring precision or intense application upon young children. Nature is a good schoolmistress, and her lessons are fundamental ones, no matter how much we may supplement them at school or university. The infant is learning fundamental lessons in the correlation of muscle, brain, and sense, through the almost incessant activity of arms and legs—at first without purpose, afterward in reaching, grasping, or trying to move about, and also when it smiles back at its mother or is quieted by her voice; so is the child repeating nursery rhymes, or busy with its quiet play or romping games; or the youth with his carpenter's tools, or riding, swimming, or hunting, and learning just as truly, and perhaps more truly, than the student burning midnight oil over Greek and calculus. Nature is never systematic in the school sense; and, however much we may systematize, we must at the same time cultivate our powers and round out our individuality by keeping in touch with so much of nature and man as lies within our horizon in a restful, informal way. If a man is to develop into something more than a machine or formula, he should be encouraged from childhood to bring all his powers into relation with his environment and to seek a wide range of adjustments between himself and the outer world beyond the tread-mill round of special or formal pursuits which necessarily occupy much of his attention. Many fail to appreciate the importance of this indispensable natural culture, and endeavor to supplant the spontaneous by the formal. I know of a little girl whose interest in flowers was destroyed by an attempt to teach her technical botany at too early an age, forgetting that it means more to love flowers than to know botany. In another case the attempt was made to substitute history for a boy's ordinary reading, with the result of spoiling the boy. On reaching manhood his favorite author was E. P. Roe.

The true aim of education—Dissipation of energy.—L. J. Rundlett, superintendent of Concord (N. H.) schools: The tendency of all education should be toward the moral. All the force and resources at our command should centre in the formation of those principles that lead to the development of true manly and womanly character.

Education is not so much a matter of memorized matter from books. as it is a well-defined knowledge of what constitutes good citizenship—a courage to do what is right, a zeal for work, and an inclination to make the best use of one's ability. If a boy has all these he possesses a good education. Society is far better off with an ignorant man who is well disposed, than with a college-educated man of vicious principles. The trouble comes not of systems, other than of systems as products of the times. In order to reform the former, we must first reform the latter.

The river of knowledge formerly flowed in a narrow channel. Its powers lay in its depth, and its force was resistless. The river to-day is thinning into shallows, and its force is somewhat diminishing.

It is dissipation of energy that is to be feared. In trying to grasp everything we retain nothing. This lack of concentrated thought appears in all our pleasures, in our business, and to some extent in the common school. Children must be educated younger than usual to satisfy fashion and educational demagogues. Everything must be taught and the work must be done in the shortest possible time. The idea is wrong, and the results sad to contemplate. Society, having partially lost its standard of matured thought, intellectuality, and the charm of home-bred common sense, clamors for the youth in his teens. The result is the school system is blamed if results are not forthcoming in the shortest time possible. The school is not at fault, but rather the times.

The best education possible to those who will have no other.—Albert Bushnell Hart, in the Educational Review: We have two very distinct classes of pupils in the grammar schools; children who do not expect to go beyond the grammar schools and children on their way to college. Of course the schools, the academies, high schools, colleges, and universities are all engaged in different branches of the same pursuit; of course they must work together. Cambridge makes careful and very expensive provision for the preparation of boys and girls for college. Should the city go below its Latin school and make any sort of special provision for future college students in the grammar schools? In the minds of the committee it has seemed more important to organize as good a course as possible for those who stop at the end of the grammar school. It seemed likely that an improved course would also carry children farther on the road toward higher education; but the motive has been the desire to furnish the best education possible to those who will have no other education; to make the people's schools more popular because more effective, and to carry more children to the end of the grammar-school course.

What makes great books great.—The Christian Union: Literature is not information nor fact. It is specifically and distinctively life. Great books contain invaluable knowledge and are full of the richest specific instruction, but that which makes them great is neither the knowledge nor the power of instruction; it is the life which they contain. Whoever gets at their secret finds himself in contact with a deep, rich, inexhaustible life; for Milton did not exaggerate when he said that a great book contains the lifeblood of a master spirit. It is made great by this supreme vitalization, so that while Shakespeare and Dante crowd their pages with historical knowledge, with incisive comment, with the very substance of instruction, the supreme quality which they give is this quality of life. To come in contact with literature in its great works is, therefore, to bring one's self to the very fountain of life; to keep one's self in constant companionship with Homer, Dante, Shakespeare, and Goethe is to keep one's self in daily contact with the greatest sources of intellectual life. No man who knows this Shakespeare on the literary as well as on the scholarly side can by any possibility be a dull man or a dead man. There is a vitality in Shakespeare which, if constantly communicated, gives the most obscure and narrow life into which it is brought breath, movement, and enthusiasm. A man saturated with Shakespeare would be educated if he knew nothing else. To know Homer, Dante, Shakespeare, and Goethe in a genuine way is to give one's own life something of the breadth and the movement of the four great ages of civilization represented by those great writers. The teacher who feels thoroughly the spell of the "Odyssey" has more power of conveying to his pupils an adequate idea of what the ocean means as a feature of the natural world, as one of the sublimest parts of nature, and as a means of communication between races than the man who has the most exact scientific knowledge of the whole subject. The teacher who knows his Dante to the heart can give his pupils a clearer notion of what the Middle Ages were in their essential life, their worship, reverence, wonder, and intensity than he who knows the whole literature of the subject without entering into the secret of it; while the teacher who can put his English history into the hands of his pupils because he sees it with Shakespeare's eyes and realizes it with Shakespeare's imagination will have infinitely more power than the man who has all the facts at his finger's ends. These great writers are the sworn and irresistible foes of routine and deadness. They are full of immortal freshness of life, seen with new eyes, and reported at first hand. Slow-footed erudition, methodical, patient, and eminently uninspired, may sink her wells into them from generation to generation and yet leave them exhausted.

II. HIGHER EDUCATION.

Intellectual overproduction in Germany.—**Dr. Geffcken, in The Forum:** Germany suffers from an intellectual overproduction. All professions are overcrowded. It was fondly believed up to our days that the state had no more important task than to render the acquiring of knowledge as easy as possible, and for that purpose to establish many higher schools. But it was not asked whether there was room enough for employing men when their education was finished. Taking, for instance, the career of law in Prussia, we find that there are 1,851 men who have not only passed through the gymnasium and the university, but have already served the state gratis for about five years, while the annual average demand is 100. There are more than 7,000 examined architects without a fixed employment; it is the same with engineers, teachers in classics, mathematics, etc. These unemployed forces are particularly attracted to the great capitals because everyone hopes that with the many chances they offer he will find a gap into which he may jump. Men of university training are, almost without exception, capable only of intellectual work. If they do not succeed in their branch they can not become tailors or carpenters; they must take to pettifogging, giving lessons, copying, writing for inferior papers, etc. There are lawyers, physicians, doctors of philosophy among those who are regularly relieved by the Berlin poor board. All these men are of course discontented with the present state of things, and ready to join with those forces which hold out hope of overthrowing it. Nor are female candidates wanting in this proletariat. All those who give cheap lessons, write mediocre novels for low-class journals, or work for shops at starvation wages are swelling the army of social revolution.

College graduates as business men.—President Seth Low, of Columbia College: As one who has carried his college education out into the world and tested it there, and who now has returned to the educational field to concern himself with the problems that are found there, I want to bear my testimony to the value of this thing which we call the higher education. It is doubtless true that the college graduate entering upon a business career is at a disadvantage during the first few years of his business life as compared with those who entered business when he entered college. If, however, the man has a capacity for business, I venture to say that in five years, certainly in ten, he will find himself more than abreast of his friend who did not go to college. The trained mind can master the problems of business better than the untrained mind, as it can master other problems better for which it has itself any natural capacity. Beyond that, the man himself, outside of business, will have more resources, and is likely to be a greater power in the community in which he lives.

When it is contended that college-bred men rarely succeed in business it is to be remembered that it is currently believed that 95 per cent of all men who engage in business sooner or later fail. It is only the select few in any department of human activity that conspicuously excel. It may easily be that the tastes which lead men to go to college are not frequently found in combination with what I may call rare business genius. I venture to predict, however, that should such a combination exist, a college education, so far from unfitting the man for a business career, would make him a power in the business world beyond all his compeers who had not been so favored.

Educational value of different studies.—Inspector John Leath, of Ontario: It is, I believe, far more difficult to reach in Latin or Greek, and especially in Greek, that state of proficiency in which the literary value of the language is fairly available than it is to reach the same state in either French or German. The educational, not to speak of the literary value of Latin and Greek, when properly taught and given the necessary time, is greater than that of French and German; and assuming the requisite mental maturity, it is easier to become fairly versed in a science than a language, either ancient or modern. But for the ordinary high-school entranté the science option, which attaches less importance to mere memorization and more to correct observation and induction, is more difficult than a language one. The practical value, however, of French or German is greater than that of either Latin or Greek. So, too, in the case of a science, the educational value of which, besides, is at least as great for the ordinary purposes of life as that of a language; having due regard of course to the fact that, assuming proper receptivity, the science is more readily acquired. * * * The science with fractional accuracy—for nothing else will satisfy the partisan—is a problem incapable, I believe, of definite solution. * * * But the relative value of the departments is not, I hold, a matter of prime importance, so far at least as our high schools are concerned. What one department lacks in purely pedagogical value it makes up in greater and more available practical usefulness; and so far as the languages are concerned, the real differentiation is more marked in the later than in the earlier stages of their acquisition. Most modern and progressive universities, also, as, for instance, London and Harvard, equate Greek, French, German, and some science, and even so difficult a language as Arabic or Sanskrit. This course, we have reason to believe, has proved advantageous to the universities and to the general public.[1]

Unwise to crowd a four years' course into three years; the Chicago plan condemned.—The Nation: We think it a grave question whether the policy here indicated is a wise one. We do not think that students ought to be encouraged to crowd a four years' course into three years. We do not think that many young men will be able to do this without injury, and Chicago University, which is a coeducational institution, encourages young women to do it. The requirement of a medical certificate is a confession on the part of the university authorities that such an attempt is fraught with danger. But the safeguard of a "physician's" (*i. e.*, any physician's) certificate is quite inadequate. * * *

The proposed summer quarter has another side. If there are students there must be teachers, and it appears from the calendar that a considerable number of instructors will be held in Chicago through the hottest months of the year. It is apparently to be a serious thing, this summer quarter; "the courses of instruction," the calendar says, "will in general be so arranged that a student may enter a college or school at the beginning of any quarter." The university is not to play at summer schooling; it is to be run under full pressure. What that pressure is we have pointed out in our preceding notice. The most important courses of the "academic colleges" are crowded into single terms of six weeks, by devoting ten hours a week to a single subject. Throughout the university, courses of less than five hours are exceptional. It is a system of "cram quizzes," and every college man will appreciate the strain upon students and instructors. These long courses in short terms, the attempt to keep the university under full steam through the moist heat of a Chicago summer, the encouragement given to the student to compress four years' work into three years—the whole scheme breathes that nervous, restless haste which is one of the most deplorable features of American life; and when our universities come to forget that "school" means leisure, and that high-thinking can not be hurried, one of the last safeguards against the national vice of overpressure will be lost.

The maturer students get the best results.—A writer in Education: The object of a college education is by no means to get through a certain number of studies in a certain time and be launched in life as soon as possible. When we come to consider the effect of the studies pursued on the body and mind of the pupil, and to estimate his power of absorption and assimilation; when we take into consideration the facts that not until 25 or 30 years of age does the body obtain its full growth and solidity, and that there is a very close parallelism between the mind and the body, we shall rather inquire how we may delay or prolong the pupil's preparation for his life work until his mental powers are strong and mature enough to get the best good from the studies which he pursues. Our own experience and observation goes to show that the maturer students in college get the best results from the course.

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[1] The Educational Journal, Toronto, May 1.

Profs. Haeckel and Zarncke on the educational value of the classic languages, etc.—The following letters were addressed to Felix Adler, of New York City:

LEIPZIG, *April 17, 1876.*

HIGHLY HONORED SIR: You have expressed the desire that I should put in writing briefly the views I uttered this morning in our conversation concerning the value of instruction in classic languages. I gladly comply with your request, taking it for granted that you wish only a brief statement of my views, not an extended argument, for I scarcely would find the time for the latter.

I must preface my remarks with the statement with which you are familiar, I trust, that I am an advocate of modern languages and literature, especially the German, hence that I might have good reason not to be favorably disposed to the preponderance of the classic studies, and to wish that to the study of modern literature a larger scope be given. However, the contrary is the case. I am of firm conviction that the cultured part of the race would repent if it should temporarily cease to consider the study of classic antiquity the chief source of its entire intellectual culture.

However much we may at present be superior to classic antiquity in the separate sciences, in general intellectual culture, in acuteness of thought, and in ingenious thinking we are not. Under the influence of a religion which is able to grandly develop our emotional nature, but which has at all times been disinclined to barren criticism and the superiority of the intellect, not even the natural sciences are able to prevent us from falling into the errors into which all epochs have fallen that turned away from antiquity. Look into history and you will find that all those centuries which lost intimate contact with antiquity fell into subjective extravagances, despite the respectable knowledge and progress they exhibited in the natural sciences. The reawakening of the study of the antique world during the fifteenth century was the signal for a reawakening of the thinking spirit, and its power has been the more important the more it relied upon the thoughts of the Old World, especially the Greek. That in the domain of art the Old World was far ahead of the present development of art, in noble forms, I need to mention only in passing.

This point of view, which is in favor of the study of classic antiquity, I should like to term the historic one. Equally forcible is another argument, namely, the pedagogical. There is no better means for intellectual discipline than this thinking over and over again and observing the act of thinking to which we are forced by learning the classic languages. There is something mysterious in its effect, and an experience of many years has confirmed this again and again. I am a member of two examining boards, before one of which young men appear who have been educated in gymnasia, that is, on a classic basis, while the other board examines young men lacking this basis. Now the latter surpass the former frequently in knowledge, but in cases where intellectual maturity comes into play, in composition for instance, the graduates of classical schools far surpass the graduates of other schools in such a degree that it will scarcely admit of a comparison.

This formative effect is chiefly due to the Latin language, which, on account of its lack of articles and its frequent lack of particles, is not only diametrically different from our modern languages, but teaches with what few means and with what grand simplicity, great things may be accomplished. Greek with its articles and wealth of particles enables speech to assume a great number of shades and tints; it would therefore seem more familiar to us. Hence the formative value of the classical study is based chiefly upon Latin, and I should therefore never abandon free Latin composition. If well directed and not abused by Ciceronean phraseological tinkling, it may be a most excellent means of intellectual discipline. On the other hand, the historical value of the study of classical antiquity would seem to be found more in the Greek, for the Greeks were particularly productive in philosophy, art, and literature, while the Romans were diligent imitators of the Greeks.

Hence it is my desire that our youth to whom the fortune is granted to acquire the highest and most perfect education, try to gain it at the hand of classical languages. They may learn to read and understand Greek authors with some fluency, above all Homer, the tragedians, Plato and the orators; they may learn also by mastering Latin grammar and Latin style to think clear thoughts, and to cast and recast them in new forms. Young men thus intellectually trained will not repent having spent much time upon these subjects, time which might have been filled perhaps with the acquisition of knowledge and practices that would be of use at once in every-day life. These men will be the ideal center of the nation, they will ennoble and deepen the entire spiritual life of their nation.

You will find in the foregoing, condensed into a few lines, the main points of what a life which has not been without experiences has taught me. Accept this hasty sketch as it is; willingly I should have written more extensively, but I am overloaded with work of the most different kinds. I should be happy to be able to contribute a mite toward laying the foundation of culture in your continent to enable it to become truly productive of ideal fruit.

With kind regards and the best wishes for your journey,

Respectfully, yours,

Prof. Dr. FR. ZARNCKE,
Dean of the Philosophical Faculty of the University of Leipsic.

ZENA, *October 18, 1876.*

HIGHLY ESTEEMED COLLEAGUE: In accordance with a desire expressed by you, I have the honor to communicate to you briefly the views I have formed in the course of my university career during the last fifteen years, concerning reforms of academic and gymnasium instruction. The chief stress in such a reform, it seems to me, ought to be laid upon the fact that higher education does not so much consist in the greatest possible quantity and in differentiated quality of knowledge, but in a most careful training of the faculty of thinking and judging. Especially in our time in which the extraordinary perfection of the material means of culture offered by the natural sciences, the refinement of our needs, the great upward tendency of the polytechnical branches, give powerful aid to practical materialism, it appears to me most necessary to call attention to the great advantages we owe to ideal means of culture, and to see to it that the matter of instruction which is visibly growing in quantity should not oppress and stifle the learner, but be mastered by him, and made serviceable. For it is not the mass, nor the variety of knowledge, but the lucidity and harmony of the intellect, and the comprehension of the causal connection which is the highest aim.

Regarding the significance of instruction in gymnasia, I wish to say that I belong to those who still see in classical culture the best foundation for all higher scientific culture. I am specially of the opinion that a methodical study of the classic languages (Greek no less than Latin) is indispensable for the latter, and can not be replaced by a study of material things. In comparing such students who came from classical gymnasia with those who were educated in modern schools (Realschulen) I always noticed the superiority of the former, despite their often defective knowledge. Even in the study of any special branch of science, zoölogy for instance, I have found that the former penetrate into the higher and general problems of science more easily than the latter. I am therefore opposed to the admission of graduates of modern schools (Realschulen) to the study of medicine, and I can judge in this matter from my own experience. Though pupil of a purely classical gymnasium in which very little natural science (except a little physics, etc.) was taught, I have nevertheless come to the conviction that the better scientific preparation of the modern school student does not in any way secure him a lasting superiority in the study of medicine, while his undisputed inferiority in history and philology is, even in this study, of great disadvantage.

With that I do not mean to convey the idea as though I wished to exclude the natural sciences from the gymnasia. On the contrary, I believe that they may be pursued with great advantage alternately with historical and philological studies, although in a different manner than is now commonly done. Certainly a general view over the elements of natural science forms a most desirable part of all higher education. But to me it seems that even the lower and middle grades of the gymnasium, in connection with the elements of geography, the essentials of the physical condition of the universe and our earth may be given. Later might follow the essentials of the inorganic natural bodies (though without special descriptive natural history). In the highest grades of these schools the essentials of physics (together with the bare elements of chemistry), geology (only the main features, origin, age of the earth, and periods of creation), general anthropology (the human frame, races, and language affinities in connection with the history of primitive ages). I should think in a few lessons the first element of these important natural sciences might be communicated as far as is in fact necessary for *every* cultured person. In every one of these subjects I should lay the main stress upon the historical development, not upon the knowledge of facts. Mathematics I should continue in its place and to the present extent.

As far as university instruction is concerned it seems to me to be the most important thing that the student be not at once introduced into his special study, but be obliged to attend lectures of general interest for at least two semesters, especially philosophical (history of philosophy) and historical lectures, etc. A general anthropology, ethnography, history of creation, etc., would be interesting alike to all faculties and would contribute to general culture. Exclusive professional study should not begin till the third semester. It would be of undoubted advantage if later on the practical university studies (especially the technical and administrative branches, clinical practice, etc.), at least the most special ones, be excluded from the university course and treated in higher special schools. With large hospitals, for instance, (which medical students visit after the completion of their studies) this is already done. The university must remain "Universitas litterarum." These are briefly my views, which, however, greatly deviate from those of most of my colleagues. Pardon the fragmentary nature of my letter; I am overwhelmed with work.

Most respectfully, yours,

ERNST HAECKEL.

The readjustment of the school curriculum.—Prof. Roland S. Keyser, in the School Review: If we do not come in the course of a few years to some understanding of what constitutes a good high-school course, it will be because we can not interpret the teachings of experience. Almost every study and every method of instruction is on trial somewhere. The American high school has much greater freedom of movement than the grammar school, and it has to a large extent availed itself of this freedom. When, however, we are assured by those who have tried one system that the results are in the highest degree satisfactory, and by those who, strongly disbelieving in this system, have tried one very different, that their own results are almost ideal, we may reasonably conclude that the lessons of educational experience are very hard to read, or else that there is no great difference in methods and studies in secondary education. Men whose feelings are strongly enlisted in favor of a particular system will be slow to see that it is not entirely satisfactory; while how to compare fairly the results of different methods is one of the most difficult problems of education. So much depends upon the individual himself that, under any system, pupils will grow up to be men and women who will play their parts in life very much according to their abilities. Stimulus and example count for so much, also, that it is better to have a poor course of study with the living force of a great teacher behind it than a faultless curriculum with mediocre instruction.

In the present condition of American education there can be no great harm, indeed, there may be considerable advantage, in having quite a variation in the high-school courses designed to fit pupils directly for life. But the practical advantages of having a uniformity in the requirements for admission to college are very great. Almost every college has some peculiarities in its requirements; and when a school has to prepare pupils for several colleges, as most schools do, it is almost sure to give them a poorer preparation than if they were going to a single institution. It is remarkable that colleges do not have a course whose requirements for admission are the subjects taught in secondary schools in courses which are not classical. Colleges which desire a large number of students bid for them with special or technical courses, or with courses whose requirements for admission are not very substantial. Colleges would largely increase their number of students and do real service to the cause of education, if they offered a course of study such that the requirements for admission would be the subjects ordinarily taken by students in secondary schools who have no definite intention of pursuing their studies further.

In all our discussions of the readjustment of the school curriculum, it is well to remember that society is being constantly modified, that we are living in a period of rapid and often unforeseen changes, and that, as education is to fit men to live the life of their time, all arrangements must be more or less provisional. If we are seeking for an ideal curriculum we shall fail, as the wisest men in all the ages past have failed. A healthy discontent with our present circumstances and work is wise, but it is also wise not to be too discontented.

III. HEALTH OF SCHOOL CHILDREN.

The health of school children as affected by school buildings.—G. Stanley Hall, president Clark University: When a child begins to go to school the change of his environment is very great. Instead of constant activity, he must now sit still and keep still; instead of moving his hands and arms freely, the strain of effort is now focused upon the very few, tiny, pen-wagging muscles. The eyes, instead of moving freely, are confined in the zigzag treadmill of the printed line. It is no wonder, therefore, that the child so commonly loses weight on first entering school; that shortsightedness and other eye troubles increase almost regularly through the school period; that headaches, anæmia, scoliosis, defects of development, if not signs of disease appear in stomach, heart, and lungs, and especially in the nervous system, the gradual deterioration of which is so hard to recognize (see the well-known works of Hertel, Key, Warner, Cohn, and others). If the school is tending to physical deterioration and toward a sickly age, as certain mediæval institutions are said to have caused the dark ages and the plagues, we ought to know it. The school ought to develop a sound mind in a sound body; for what shall a man give in exchange for his health, or what shall it profit a man if he gain the whole world of knowledge and lose his own health? I hold that it is not too much to say that everything about the school—building, seats, and desks, hours, subjects, and methods of study—should be determined primarily with a view to health, on which, especially in children, even morality so largely depends. * * *

The schoolhouse, which has been called more important for the development of the average child than the home itself, ought to be a palace of health. I proceed to sketch, very roughly, the salient points culled partly from laws, which are far more detailed in Europe than here, partly from norms recommended by educational bodies, and partly from ideals described in various books.

A. The site.—This should be high, dry, a natural and not artificial soil, with no foreign matter in it; is sometimes tested by boring; marl, lime, or sand ingredients being good, and clay bad. It must be remote, if possible, from liquor saloons, the noise of machinery, offensive or unwholesome odors, marshes, ponds, graveyards, dust, or any form of nuisance or danger, and the street should, if possible, be asphalted near it. One norm prescribes that the distance of the schoolhouse from all other buildings should be twice their height.

B. Yard.—This should be inclosed by a hedge rather than a high wall, or by some transparent inclosure, that children may see the life of the street, and that all passers-by may see and be interested in the children, their play, and the school. The yard should be a porous earth rather than brick. Some norms prescribe three square meters per child as the minimum. Sheds for play in rainy days, often with glass roofs, are very common, especially in France. A few simple, permanent pieces of gymnastic apparatus are perhaps more common in Germany. In more rural districts school gardens containing a few medicinal plants, and even a few poisonous ones to be avoided, flower beds, a beehive, a tiny hothouse, and even individual beds for children to be responsible for, etc., are often found.

C. Basement and walls.—All the building should be undercellared; should never contain water-closets; janitor's quarters, especially pantries, should be separated from the rest of the cellar by tight walls; the floor should be cemented; the basement should be kept scrupulously clean and well ventilated, and more or less heated. Some norms prescribe a water-table all round the building, a meter wide and plastered, to prevent the ascent of ground moisture. The walls should contain plenty of air chambers, and be strong enough for an additional story. Steps up to the building should always be protected above and on the sides, or, better yet, within the walls.

D. Floors.—The lower floor, for the youngest children, should be at least a foot or two above the street level, should be of boards neither two hard nor too soft, but splinterless. Hamburg legislates on the cracks in the floor, which have been found to contain almost as many bacteria as the filth under the finger-nails of children. The thickness of the floor boards should bear a fixed ratio, often prescribed, to the distance between the joists. There should be no dry sweeping, and the floor might sometimes be washed with a weak sublimate. Some ideals avoid all corners and angles by means of curved moldings such as are sometimes found in hospitals. All ceilings should not only be double, but should contain sound-deadening layers.

E. Halls and stairs.—The halls should be wide, light, well ventilated, so that not only clothes racks and umbrella stands can be placed in them, if necessary, and sometimes bookcases, etc., but that exercises may be held in them. This is, of course, quite ideal. The stairs should be at least a yard and a half wide, with steps broad and not too high, and corners not too sharp. The stairway should always be broken by one or two landings, never circular; should be of brick or iron, or some fireproof material, should have hand rails on both sides, should be light, warm, and ventilated.

F. The schoolrooms and windows should contain no posts or pillars, should be from 3 to 4 meters high; the walls of the room should be of some mild color—light blue, green, yellow, or gray. If a wood finish can be afforded, pipes for gas and water, and electrical and other connections, should not be covered. Some laws prescribe the proportion of length of room to its breadth as two to three, some as three to five. The ratio of the window surface to the floor has been regulated by many laws, and in point of fact has been found to range from one-third to one-ninth. There is little uniformity as to exposures, but south and east seem on the whole preferred. There should be no direct or reflected sunlight. Windows in front of the pupil are worse, those behind better, and windows on the left of the pupil are preferred. Windows should be openable—a horizontal axis preferred—should go to the ceiling, and be square and not curved at the top. The height of the top of the window should be at least three-fifths the width of the room. The bottom of the window in one norm must be 1¼ meters above the floor; another law prescribes a minimum distance of 1¼ meters between windows, but they should be as near together as possible. Dr. Cohn thinks that each child should see the sky from his seat, and has devised an instrument to determine the amount of sky visible to each child. He would have a photometer used in each schoolroom, and suggests, as the norm, what would be equivalent to the reading of good diamond type at a distance of 10 inches. The door should be a meter wide, never behind the children, should open outward, and should have a transom. The crosspiece bearing the number of the room should be as high as the eye of the average child in that room.

G. Heating and ventilation.—I am inclined to agree with the sentiment of Dr. Burnham, that whoever says that any existing system is superior to all others is either uninformed and crochety, or else an agent. Architects, as a rule, know almost nothing of heating, and still less of ventilation. It is these matters in which false economies are most often practiced. Living, as we do, at the bottom of a sea of air, where it takes as much force to move 100 pounds of air as it does 100 pounds of iron, we forget too that each day has its own problem. Many an excellent system is quite ineffective because not well managed through the ignorance or carelessness of a janitor. To change the air in a schoolroom completely once in every twenty minutes or half hour, as should be done if each child has on an average only 1¼ square meters of surface and 5 cubic meters of air space, is a very grave problem. The "school smell," and the injury foul air works in the blunting of faculties and the deterioration of tone, is due not so much to the carbonic acid as to the organic matter in the air of which this is the index. One ideal system is heating at frequent intervals all over and through the floor, with gratings and pockets to prevent the ascent of floor dust, by a central system regulated by thermometers in each room, with electrical contact shutting off or letting on heat automatically—a system, however, involving great expense, and therefore not generally practicable. Jacketed stoves, with air coming directly from outdoors, are used in country schools. Open fireplaces with their great waste are now sometimes resorted to in despair of a better system. This whole matter is a very complex bundle of problems in physics, as yet but partially understood, and still less often well applied.

H. Cost and school architects.—The German Government prints once in ten years an account of all educational buildings of all grades, each of which is described in tables of fifteen columns. An interesting method of presentation here found is to calculate always the cost of the entire building per cubic meter, per square meter, and per child, and also the cost of heating, ventilating, and plumbing per cubic meter. Educational architecture in Europe, while not exactly a vocation by itself, has an increasing number of experts, and has a vast and rapidly accumulating literature.[1] Within the last decade and a half the number of buildings erected has been enormous; a single lycée, recently finished in Paris, cost nearly $2,500,000; a single university building in Vienna, nearly $4,000,000; and for all grades of education the present might almost be called an architectural epoch. Even very special institutions, like school baths, school dormitories, eye clinics, school and university gymnasia, have elaborate laws or norms full of details and specifications, while the views of the taxpayer and the doctor, which are perhaps most opposed on the question of expense, are complicated and confused by the traditions of carpenters and the ideas of convenience by teachers.

I. School seats and desks.—These are most important for the child. Sharp corners and angles must be avoided; the teacher desires convenient visibility of as much of the child's body as possible, ease and quickness of getting in and out; while the doctor insists on adjustability to every part of the body with severely orthopedic exactness. Before Barnard's epoch-making work, which prompted a German writer to say that the school desk was the only contribution of America to pedagogy, seats sometimes ran around three sides of the room, so that the children sat with their backs toward the center, and must swing their feet over the seat to get out. In Freiburg, where many thousands of children were lately measured, the difference in total height, and the way that the total height was distributed between back, legs, etc., was found to vary. Thus, the method of marching before a scale, in the presence of the janitor, the numbers on which designated the seat proper for each scholar, seemed inadequate, convenient and rapid as it is for approximating a fit for seats. The body should be held upright, in a healthful, symmetrical position, with least muscular effort. Seats which favor bad positions tend to lateral curvature of the spine and interference with the functions of chest and stomach. The desk should overlap the seat by an inch or two; that is, the so-called "distance" should be minus. When the lower leg is at right angles to the floor, and the foot rests squarely, the lower part of the upper leg should touch the seat with the lightest possible contact. The distance from the seat to the floor is not the same for two persons of the same height, and foot rests, both horizontal and inclined, are very common in Europe. To get the distance from the top of the seat to the top of the desk, the child should sit erect, and the distance from the seat to the elbow, plus 2 inches, is a common rule. The ideal seat and desk are, of course, adjustable to fit each child, and children should be reseated two or three times a year.

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[1] See Pedagogical Seminary, Vol. I, No. 3.

J. Writing.—This is the most important question of school orthopedics, and concerns especially the spine and eye. The position in writing now much commended in Germany is perfect uprightness of the body, both arms resting symmetrically in front and upon the desk about 2 inches from the elbow; the copy book square and in the middle, not slightly to the right, and not obliquely to the edge of the desk. The new vertical script now introduced, either as an experiment or permanently, in a number of places in Germany (Vienna, Bavaria, Würtemburg, Bohemia), brings the pen on the down strokes perpendicular to the line, and the line is a very short one. Paper straight, writing straight, body straight is the motto of this script of the future, and indeed of a not very remote past. It is easier and more rapid. One observer found that over 90 per cent of the children, when required to change from the old method of writing to this, straightened up the body, and when changed back to the old script, fell into the "collapsed" position, and twisted the head so as to keep the axis joining the two eyes perpendicular to the direction of the down stroke of the pen. This latter position brings the eyes to unequal distances from the letters, and, some think, is distinctly productive of optical disorders. The new vertical script favors an engrossing pen with no sharp lines; the pen must point toward the elbow, which must be held one hand's breadth from the body; the pen must be grasped at a good distance from the point, the hand supported by the side of the nail of the little finger. The line is only from 8 to 10 centimeters long, and the paper must be pushed up after each line. One writer says he can always tell by the position of the body what script is used. One of the worst positions ever devised is one which has been introduced in some parts of this country, that requires a child to sit with its right side to the desk and the left turned away almost at right angles to it.

K. Reading hygiene.—The zigzag of the eye in reading lines and discriminating letters throws great strain upon the nervous centers involved. Many of our reading books are now printed in very good type, but dictionaries, atlases, and maps are often wretched. Cohn, and especially Javal and Sanford (see American Journal of Psychology, Vol. I, No. 3, on "Relative Legibility of Letters"), have made very careful studies of this subject. The scientific problem is, how to secure the greatest amount of legibility for a given surface without interfering too much with the traditions of type-makers or of readers. The forms of a few letters, like the small "e," which has a very low degree of legibility, and is confused with other letters at the least distance from the eye, are very slightly changed, as are the common rules of spacing, and all with great gain to the eye. The latter moves along a line with its focus directed to the upper half of the letters, for in English it is in the upper half that the letters are chiefly distinguished from each other. The little lines in letters should never be less than a quarter of a millimeter in thickness. The lower lengths of the "j" and "y" can be slightly shortened. The line should not exceed 10 centimeters in length, and new rules are laid down for spacing and leading.

I have spoken of but few points connected with school hygiene, and of these in the most sketchy and inadequate way. The subject requires a course of lectures, and there is nothing in all the school courses of study that should not be considered from the standpoint of health. Fatigue in school work brings not only distaste, but habits of inaccuracy and carelessness, and thus blunts the "school conscience." Burgerstein has shown by elaborate experiments and careful tabulation of the kinds of error made in simple arithmetical operations, based on the study of a large number of school children, that fatigue begins far sooner than was supposed, while over-effort brings increased speed of work, but greatly increased number and kinds of error. His studies are of great importance. Lakorsky thinks that the fourth hour is degraded in value 33 per cent less than the first hour by fatigue.

We know now that school children grow far more rapidly in certain years than they do others, and that during the stationary years they are most liable to disease. It is possible that we may infer that during the growing years they both catch and originate the most new impressions and ideas, but are most easily injured by strain and fatigue. Again, we know that growth is greatest at certain periods of the year, and yet again that the body does not grow uniformly in all directions at once, but that the energies of growth are focused now upon hands and arms and their centers, now upon chest and trunk, or face or sex. Other experiments are showing us what are the most effective hours of the day for work. We are making progress in obtaining a table of normal interests of children. Just as the hand is dwarfed if too great strain is thrown upon it in drawing or otherwise, before its "nascent period," while it would thrive and grow strong under the same strain just after, so, if an interest is forced precociously, its development is arrested.

IV. KINDERGARTENS.

Danger in half-way measures.—State Superintendent A. S. Draper, of New York: The kindergarten must be allied with every public school if it is to be undertaken at all, and it must be closely related to the public school, because its influence must permeate every department of the public-school work. The manner in which kindergartners perform their work must influence others. The work of the kindergarten must be carried through the higher departments as well. There is great danger of doing this thing half way. There is the greatest danger in compromising this matter. My light on the subject leads me to say that one of the saddest things that I know of in connection with our public-school work is bringing little children from 3 to 6 years of age into a public school and not caring for them through the agency of a tried and experienced kindergartner who thoroughly understands the system. The worst thing any city or State can do is to undertake this thing only half way. It must rest on a scientific basis or it will fail. If it rests on a scientific basis it will accomplish its purpose, it will make headway, it will bring conviction to the minds of all who are related to the educational system. * * *

I am not at all certain but that the kindergarten is an economical instead of an expensive addition to our public school system. I am sure that the average child who goes through the kindergarten will be at 12 years of age better educated, more intelligent, and a better child in every respect than is the average child at 15 years who does not go through the kindergarten. I know that that child will be more kind-hearted, more in sympathy with nature, more in love with his or her fellow-beings, a better citizen, and a stronger man or woman at the age of 21—the average child, I mean—than it is possible for the average child to be without this work. I believe that the kindergarten work is perfectly practical, and it will produce better results than any other department. Indeed, I am ready to say if it were a choice between the kindergarten and the high school, as to which of those branches of instruction should go, I say the high school ought to go and the kindergarten should be adopted.

The introduction of the kindergarten into Boston; how the financial difficulties were overcome.—Supt. Edwin P. Seaver, before the department of superintendence, National Educational Association: There is just one way in which the financial difficulties can be removed, and that is by means of an object lesson long enough continued to convince the people that every dollar that goes into the payment for kindergarten instruction is a dollar better expended than any other dollar in the whole school expense. That practical demonstration by means of an object lesson was given in my city, as is well known, by Mrs. Quincy A. Shaw, whose labors in behalf of the kindergarten are well known, and whose generous purse enabled her to carry out her plans. About fifteen years ago an experimental kindergarten was started in Boston, and it flourished a little, and it dwindled a little, and then it died. But it did not die without a resurrection. Mrs. Shaw took that kindergarten, told the teachers to go on and she would pay them. Then she added another and another, until in the course of ten years she had established in the city sixteen kindergartens, well provided with able teachers whom she had taken pains to have instructed by kindergartners the best the country could produce. These kindergartens were established in the primary school rooms. Whenever the school board decided to increase the number of school buildings, Mrs. Shaw got a room if she could and established a kindergarten. Then it came to be a serious question whether the school committee should adopt those kindergartens from the date of their establishment in the city and pay the salaries and other expenses. The impression still prevails in parts of the city where those kindergartens have been established that they were part of the public school system. I well remember the surprise of some of the members of the common council with whom I had interviews when they were informed that those kindergartens had been supported wholly by private charity and not at all by public money, except so far as the rental of the schoolrooms was concerned. They didn't know it. They thought they had been supported by the public school committee for a number of years. When I told them that it was not so, they said there should not be any more difficulty in getting the money for them. * * *

We wanted $20,000 added to our regular school appropriation in order to adopt the kindergarten and pay the expense of the rooms and the material for the children; and, although the common council thought it was in a narrow financial condition, that $20,000 came as easily as a five-dollar bill would come out of Judge Draper's pocket if I were short of money and wanted to get home. There has been no trouble in getting the money since—no difficulty at all.

The kindergarten now is the most popular part of our educational system. The number of kindergartens has increased from 17 to 33. They contain a large number of children, and they are under the instruction of skilled kindergartners—not green girls who are learning the art at the expense of the children, but skilled hands—

those who have received instruction for a year and a half in the normal school, and a half year's tuition in the special instruction necessary for the art of kindergartning. Now, an object lesson, if it can be established and maintained long enough, will, I believe, convince the people in any city that the money necessary for the kindergartens should be voted it, whether any other money is voted for school instruction or not.

Story of the kindergarten in St. Louis.—W. T. Harris, ex-superintendent of St. Louis public schools: The first practical difficulty in introducing the kindergarten is that of expense. In the city schools, if it is so managed that the expense per year for the education of the child in the kindergarten is as much as it is in the high school, it is a very valid objection to the development of the kindergarten. Therefore it is a very important question as to how to manage it so as to get the kindergarten, and get it in a cheap way. I want to contrast the method in Boston and Toronto, and St. Louis and Minneapolis. The method in Boston has been that the noblest and wealthiest people there have pleaded for the kindergarten. Boston is the second city in the United States in point of wealth, and hence the question of expense is a very small matter to the Boston taxpayer. That, therefore, has never been an important matter with them. When I first saw the kindergarten, I saw it in the Boston public school. Mr. Philbrick had gone there. The whole object of that introduction was to show that the introduction could not be made. The teacher had twelve pupils, and the expense amounted from $50 to $60 a year per pupil. * * *

When the kindergartners came to me in St. Louis and said they wanted it, I heard their reasons. The kindergarten did not take much hold of me. They said they wanted to utilize play. I said it could not be a very wise man who merely wanted to use play. I said you have got to show how this play does something in building up intellectual character in general. On observing the kindergarten and its work, I thought I discovered that the kindergarten of St. Louis, instead of commencing with play, took the child at the transition period. It takes him through the symbolical stage of its work. It is just as important a part of education as any. We found in St. Louis that the children who began at 4 and 5 years of age in the primary schools were not as progressive as those who had been one year in the kindergarten, and, what is more, that the children who came in at 7 years of age would have less asserted development. The kindergarten certainly brought the child out in a healthy state of mind, and in a proper receptive condition for what comes afterward. His growth was looked at in a proper manner. Now comes the financial experiment. First, we had large, heavy tables filling up the room. These could not be moved when we wanted to clear the floor for the games. We had forty children, and we had to have another room for these games. That was two rooms that were taken away from the primary schools. That, of course, caused the school boards, who were looking to the matter of expense, and the question of building more schools to provide for 2,000 or 3,000 children a year, to shake their heads. We had one very well paid teacher and director, a paid assistant, and three or four voluntary assistants.

It takes a great many teachers for 100 pupils. Perhaps in a primary school a teacher can manage 80 of those pupils, whereas in the high school a teacher can manage about 30, while in the kindergarten she can manage 12, or perhaps 20. We fixed our limit at 20 for each teacher. It became obvious that the kindergarten must hunt up some other form of management—of school management—and we discovered it in the Lancasterian system. We called it the semi-Lancasterian system in St. Louis, because one of our teachers for the kindergarten was from our normal school. We had one very excellent teacher, one who had served for some years, and others who were coming to a realization of the demands of kindergarten work through their apprenticeship. We found by paying one good salary, and a smaller salary to the assistants, that we could reduce the price and the cost of the tuition, and get it below the price and the cost to the taxpayers of the primary school. We cut it down, I think, to $5.40 on the total annual expense per capita, and I think another year we can cut it down to something a little less than $4. That, of course, was so small a price for tuition that the kindergarten had solved the problem of expense, and we had no trouble as to the semi-Lancasterian plan. That is to be recommended, for some conditions. I do not think any city can successfully introduce the kindergarten unless it looks out for the method.

We found that the ordinary 30 by 32 room is not a proper size for the kindergarten. You need a larger room. We made the building 60 feet long, and we put into the room, instead of 75 pupils, as you have in Toronto, 150 pupils, and these were altogether the best kindergartens we had in every respect. We had a splendid teacher at the head of them; we had a paid assistant in them, and then we had volunteers. That is where we got the cheapness of our rooms. Then you can have the place wherein these wonderful symbolical games and plays are brought with their tremendous spiritual effect on these children. They are the best as to the matter of expense. With regard to forenoon and afternoon classes for the kindergarten, they said we could not get children to come in the afternoon. The very first week, when we took an expression of opinion from the parents on the subject, we found that there were more who preferred the afternoon kindergarten to the forenoon kindergarten; and we found a good many strong and enthusiastic kindergartners who were not only able and competent, but willing and anxious, to manage both. We paid them, if they only taught one session of the day, $4; if they taught both we paid them $7. That was a high salary for us for that kind of work. * * *

Thirty thousand dollars spent for the kindergarten instruction, even if the children do not show any advancement in the way of knowledge when they finish their course, if it tells in the future when they get into the other classes—I say that $30,000 has been well spent, and there is a great benefit derived from it. * * *

The kindergarten benefits the young woman in the schools. When she is just out of the high school, she goes to the kindergarten and acts as an unpaid assistant for six months or a year. That is one of the most important parts of her education. The kindergarten gives her an excellent opportunity for education that will serve her well in later years, in the way of seeing how to manage children and working with them in the kindergarten. It furnishes a perpetual influence for literature and art, and everything that will redound to the benefit of the masses of humanity. Then the children themselves get this social training so impressed upon them that it never leaves them. They take the children from the slums in some cases and have the kindergartens in the street. * * *

I hold that by making the schools strong in the community you can make that community pay for those schools. The greatest pride of my life, in St. Louis, was in making the city pay for those kindergarten schools. My main point is to make your schools so strong in your community that the people will be bound to support them in anything within reason. Make the parents believe in the schools as the strongest instrumentality for accomplishing good and giving beneficial results in the city. The difficulty in St. Louis we could have settled in a minute. The people of St. Louis could have voted more money at any time if they had been prepared for the kindergarten as they should have been years before it was introduced. I say, if you are pinched for money, make your schools so strong and valuable in your community that you will compel the people of that community to support them, and generously support them.

V.—METHODS OF INSTRUCTION.

Oral vs. text-book instruction.—William T. Harris: Oral instruction is constantly liable to destroy the self-activity of the pupil—that is to say, the very merit claimed for it is the one it least accomplishes. The pupil listens to the teacher's living voice. The first impressions are all he gets, even if he takes notes; it requires time to reflect. Our first impressions of things are never the most valuable; for all subsequent observation and reflection carry us deeper, and hence nearer to the truth. The pupil is dragged from one point to another without fully digesting either. But with a text-book it is far otherwise. The book in his hand is "all patience." It waits for him to consider and reconsider a difficult passage until he is ready to go on. The statement in the book is a studied, carefully prepared one. The author has spent hours in revising and correcting the defects of the one-sided statement of the minute. He was bound to see all properly related and subordinated—all exhaustive and lucid. The deference of the pupil leads him frequently to make the mere assertion of his teacher without question or demonstration, and thus allows him to be warped into his teacher's whims and idiosyncrasies; it is not so with the text-book. The text-book has been carefully pruned before printing. It frequently happens that a man would blush to say before the world on a printed page what he unblushingly preaches before his pupils. But the heat of personality departs from the printed page, and the scientific interest increases in proportion. Prejudice gives place to calm circumspection. The page of the book is cool and dispassionate, and, if not conclusive and thorough-going, the student has his remedy in another book. Multiplicity of text-books has changed one mode of instruction so that every year there is more consultation of reference books and comparison of different views; and hence still another step is gained by the pupil toward independence of mere external authority. He shall read and compare for himself and form his own opinions, "thus doing his own thinking." * * *

But the method of teaching? The how to study? We are continually told of the mere memorizing of the words of a book and of its evil effect. There are, it must be confessed, large numbers of teachers whose teaching is little better than the lifeless revolution of a treadmill. Their influence in keeping the profession of teaching at a low grade of estimation in the community can not be counteracted. Whatever they do is in the style of a half-learned trade. They "keep school," or the "school keeps them," and know nothing outside of the book—no, not even that; they do not know what is in the book unless it is opened before them. Such teachers are, however, eminent in one thing, to wit, dogmatism. They crush out every spark or originality in their pupils to the extent of their ability. Since they do not readily command the respect of their pupils they endeavor to excite their fear. They are apt to become cowardly and cruel, oppressing the weak but obsequious toward the powerful. These men bring odium on the very name of pedagogue. They are instanced by the enemies of our system as the necessary results of text-book instruction. It is supposed by many that these are the proper representatives of what we consider the true standard of pedagogy. It is supposed that the American ideal of teaching is found in the teacher who sits behind the desk and asks printed questions of the pupils, one after another, and requires the literal answer as it is printed in the book, no variation being allowed; that no explanation is made by the teacher, and no pains taken to ascertain whether the pupils understand what they repeat verbatim. With such a view of our system it is not surprising that Europeans have hitherto cared but little to look into it for a deeper and truer idea. They have supposed that all the evils would vanish at once if our teachers only adopted a different system—the oral method.

A moment's reflection will convince one that the treadmill teacher, who "reads no more what he teaches," would be vastly more injurious to the pupil were he not tethered to a text-book. To what extremities his ignorance and dogmatism would lead can not be readily conceived by those who are not old enough to remember the oldest fashioned school of this country. Those who do remember that school have a vivid recollection of what dogmatism was in the days before text-books had come into frequent use.

The evils of the text-book system, great as they are, are not to be compared with those of the oral method. Even by the memorizing plan the pupil is obliged to concentrate his attention and arouse himself to hard work, while by the oral method he does not acquire the habit of regular systematic study, even though he may foster brilliant, flashy habits of mind. The true mode of teaching does not rely upon the memory nearly so much as the object-lesson system. The recitation is consumed in analyzing and proving the lesson so as to draw out all its relations and implications. The child shall see what it is while reading a book to have every faculty awake, and to notice all that is contained directly and indirectly in it. After the first lesson the pupil does not skim over the mere surface so confidently. He knows that the teacher will ask more of him. He learns gradually to dive for the hidden essences, and reproduce from the text the whole idea which lived in the author's mind. The parrot repetition is checked—the good teacher will have none of it; the nooks and corners must be all investigated—every possible view implied in the lesson dragged out and discussed before the class—and thus the pupil is transformed into a student who possesses the alchemy to convert dead parchment into sibylline leaves; and, by the spell of mental discipline, to cause the old enchanter who wrought the characters that conceal his thoughts in the mysterious vesture of winged words again to stand before him and reveal his secret.

When and where shall the child study?—From a report made by a special committee to City Supt. W. H. Morgan, of Cincinnati: Study is the application of the mind to a given subject, not, as is generally supposed, simply the committing to memory of a lesson. We might also define study as the act of acquiring knowledge orally (1) through the teacher's aid, and (2) from books or the printed page.

In modern education some of the old terms pertaining to study have changed their minds to accommodate themselves to new ideas. Lesson, which was formerly a task to be committed, is now a teaching exercise to draw out mind. Recitation, which was a repetition of memory work, is now a testing exercise for intelligence. Instruction, which once meant information imparted in verbal form, now signifies the act of throwing just so much light on a child's difficulties as will stimulate and enable him to overcome them himself. * * *

The time for study and attention should not be too rigidly fixed, invariable or prolonged, especially with little children. Diversity promotes interest, and calisthenics, marching about the room with songs, and frequent change of position and motion, should be indulged. Time-tables are often made too supremely important. They should never exclude any incidental instruction arising spontaneously in the class and involving the moral welfare of the child. A general programme is necessary, but, as Dr. Calderwood says, "To measure school work for all days of the year by the yard measure or by the clock is to deny intelligence its fit place in the schoolroom." Slight deviation from the time-table, for wise reasons, should not be considered a serious offense, and may be a virtue. Teachers should not be called upon to certify its too strict observance, nor are study and growth promoted by so doing.

* * *

The child can not study when overtaxed and overworked. Burdens impossible to bear are placed on children—night work, day work, after-school work, recess work, drudge work all the time. The system says, as Mr. Pancks says in "Little Dorrit," "You keep me always at it; you keep somebody else always at it; there you have the whole duty of man in a commercial community." In vain you say, "quality of work, not quantity." Judgment in assigning work seems lost. Thoroughness and art in doing give way before the amount to be done. More subjects than can be dealt with intelligently are in our schools, and yet the craze for new ones continues. An American child is not considered a bud to ripen and mature, but to be pulled and torn open by every freak of added work that hobbyhorse riders can invent. At many points he falls prey to ill-trained, undisciplined, and unscrupulous persons calling themselves teachers, who pile work on him largely for their own security and glorification. Use the receipt—short lessons, salient points, good method, and few details; season and flavor for children. Devices like concert work, reading backwards, drill books, elaborate maps, etc., retard growth. * * *

During his school life, shall the child do most of his study, if not all of it, in the schoolroom? The opinion is fast gaining ground with educators that very little, if any, home preparation should be required of pupils. The number of hours our children are under a fearful strain, the taxing character upon health of their labors, might well be, in itself, a sufficient answer to a demand for anything further. But if further reason were necessary it is found in the inadequate home life of our children. Few can realize in their comfortable homes the deprivation, not to say destitution, of these unfortunates who frequently present so brave and smiling a face to us each day. We ask for exercises with paper, pen, ink, light, fire, and all the facilities of the rich where these poor ones huddle together in one room without warmth and almost without food, surrounded with sickness and a babel of noise. For the first three, and probably for all the years of elementary grades, home preparation should be abandoned. In grammar and high school grades home preparation is necessary, but it should be preceded by a habit of study in school, beginning in lower classes. Nothing shows the weakness of our system more than the absence of a time for intelligent study in school under the guidance of the teacher. Programmes set apart a time for everything else but this essential thing. The pupil at a given time must be shown how to study in the presence and by direction of the teacher. In what does this "how" consist? It is partly in the way to analyze the subject, to see its prominent points, the consecutive order of thought in it, the meaning of its language, the method of finding supplementary information, etc. There must be a division of classes, a time set, instruction in the way to study, and a set habit of study. We have too much recitation and help and too little silent study in school by pupils who have been prepared for it. Let the pupil show you occasionally his way of studying to see if he has acquired any. For the first three or four years of school life the demand for home study should be carefully made; indeed it would be better in some cases to abandon it almost entirely.

Self-teaching the grand thing.—Rousseau: I do not at all admire explanatory discourses; young people give little attention to them, and never retain them in their memory. The things themselves are the best explanations. I can never enough repeat it that we make words of too much consequence; with our prating modes of education we make nothing but praters. The grand thing to be educed is self-teaching. Obliged to learn by himself the pupil makes use of his own reason and not that of others. From this continual exercise of the understanding will result a vigor of mind like that we give the body by labor and fatigue. Another advantage is we advance only in proportion to our strength. The mind, like the body, carries that only which it can carry.

VI. PRIVATE AND PAROCHIAL SCHOOLS.

Founded for the purpose of perpetuating alienism.—Hjalmar Hjorth Boyesen, in the North American Review: The system of parochial schools which the Scandinavian Lutheran churches are endeavoring to establish is directly hostile to the settler's best interests, being intended as a bulwark (and a most effective one) against the incoming tide of Americanism. For the public schools, with all their defects, have always served as a hopper into which all the mixed alien grain is poured to be ground into flour, the general quality of which is American. Parochial schools, in which the teachers are of the children's own nationality and the text-books, sometimes in foreign tongues and always foreign in tone and sentiment, can never perform this service, and are usually founded for the very purpose of perpetuating alienism and preventing the children of immigrants from becoming absorbed in the dominant nationality.

The problem of sectarian schools.—The Nation: If the recent political history of Wisconsin and Illinois shows that the supporters of parochial schools will fight against

State control, it is just as stubborn a fact that the majority of the people in the country as a whole, and in every State, will, on the other hand, oppose State aid to their schools, This is a fact which those Catholics who are coming more and more openly to demand, as a right, a part of the State school fund for their parish schools, may as well make up their minds they have to reckon with. They may say that it is all an unreasoning prejudice, but they must admit that it is a most tangible and formidable prejudice, one which is certain to endure for many years to come, and to block any attempt they may make to secure State grants for their church schools. We freely admit that from their point of view there is much to be said for their contention that they are suffering injustice. We have read many of the addresses and appeals which they have put forth on the subject, and have been struck by the sincerity and thorough conviction with which they argue against being taxed to support institutions which they regard as dangerous to the eternal welfare of their children. Nor are we insensible to the almost incredible and heroic self-denial with which they, in their poverty, have endeavored to provide, independent of the State, a Catholic education for their youth. But, when all is said, there is no reason to expect that they will ever succeed in getting the State to support their schools.

Nor is there any good reason to desire that they should succeed: We believe the principle of entire separation of church and state to be the only wise and safe one for this country to adopt. If it has been violated in the interest of Protestants, that is a reason for putting a stop to such violation, not for encouraging another one in the interest of Catholics. If one sect is to get favors from the state, so must another, and soon all government would be nothing but a confused and endless sectarian warring. For this reason it is a matter of congratulation that an effort has been made to break up an alliance between the Federal Government and the denominational Indian schools. The Methodist church was the first, we believe, to pronounce against the policy of grants from the National Treasury for such schools, and to declare its intention of taking no more. A similar determination, we understand, was arrived at in the recent Episcopal Convention. This is most encouraging, and marks, we hope, a reviving sense of the fundamental place and value in our system of the independence of church and state.

What, then, is to be done with the parochial schools? And is there no way by which the Catholics can be reconciled to the public school system? It is precisely because the Catholics are so tenacious of their present position, and the people so stubborn in defence of the system of public schools as it is, that we have considered Archbishop Ireland's plan of establishing a *modus vivendi* between the two as really statesmanlike. In its application at Faribault it appears to have received a temporary check through a union between extreme Catholics and extreme Protestants, though this is by no means certain; the new school board may not, after all, undo what has been done. Certainly the plan worked well for a time, if we may believe what Mr. John Conway, the editor of the Catholic Northwestern Chronicle, wrote of it in the October Educational Review. He said:

"It is sustained by a splendid public opinion in the town of Faribault itself. No clergymen of any denomination in that town are opposed to it; Faribault's three newspapers support it; the teachers in the school like it; the parents are pleased with the progress made by the pupils; the members of the school board are enthusiastic over the arrangement. A most intelligent member of the school board told the writer that the children made greater progress in secular branches during the past year than ever before in the same period."

This plan, moreover, has the immense advantage of meeting the approval of the propaganda at Rome. The famous decision *tolerari protest* is only the canonical way of saying "fully allowed." It is, by implication, an acknowledgment by the Holy See of the right of the state to control education, while it furnishes a working basis of agreement between Protestants and Catholics. We can not believe so broad and statesmanlike a plan, with such high ecclesiastical sanction, will be allowed to fail for lack of further trials. It has in it the promise of satisfying both parties to the controversy, provided they are willing to make unimportant concessions, and of leading to a permanent conciliatory arrangement which will take a troublesome question out of public discussion. The resolutions adopted by the archbishops, given out on Saturday last, certainly look like a guarded endorsement of Archbishop Ireland's plan, and a willingness to see it extended.

VII. PUBLIC SCHOOLS.

Public schools vs. boarding schools.—Scribner's Magazine: The notion is quite prevalent that it is a good thing for children to go away from home while acquiring their education, so that they may see the world and learn how other folks live. There is doubtless much to be learned in seeing the world, and we would by no means depreciate the enlargement of mind which comes by travel; but the natural place for children is home, and their best society that of their parents and brothers and sisters.

The teacher of a boarding school has the double office of a teacher and parent, and however well he may fill the former it is impossible for him to fill the latter to the perfection that a parent can and often does attain. The child almost knows instinctively that the love of a parent is disinterested, that his advice is without any selfish motive, and that his command must be obeyed. He therefore trusts his parents with confidence and obeys him with a good will which he is not ready to yield to a stranger. It is the duty, therefore, of parents to keep their sons and daughters together and at home till their minds are well disciplined by study, their principles well established, and their habits formed, and then they can safely see the world and profit by the lesson it teaches. The high school enables us thus to do. The young men and young women graduating from our high schools find the same incentive to action in society that they found in the school, and do not leave behind them the forces which thus far have impelled them. There is no such violent change as must occur when one graduates from a school exclusively devoted to one sex.

Teaching not a function of government.—Popular Science Monthly: To our mind it is perfectly plain that the modern world has not yet discovered the true method of grappling with the educational problem, and that sooner or later it will have to revert to individual responsibility and individual effort for its solution. We do not deny that relatively satisfactory results may here and there be reached under the present system; but any system which to a large extent prevents the special talent that is available for a given task from being applied to that task is fatally defective; and that, as we conceive, is the case with state education. The born educators, those possessing by nature the aptitudes and the sympathies required for educational work, those who could—granted, of course, proper training—redeem such work from drudgery and make it a true process of thought and soul development, will not in general take service in state directed schools, and, at the same time, they will be debarred, by the competition of the state, from what would be their most congenial employment. Such is the dilemma; and the conclusion to which it points is that some day we must retrace our steps, and make education the business of the family to be obtained as other good things are obtained—as all best things are obtained—by effort and sacrifice.

VIII. RELIGIOUS AND MORAL TRAINING.

The state competent to train youth in morals—methods.—Hon. D. L. Kiehle, State superintendent of Minnesota: The only wise policy for the state to pursue is to include in the public-school curriculum whatever belongs to intelligence and morals and to leave to the family whatever belongs distinctively to religious instruction.

To the objection that morals can not be taught apart from religion, it may be said (1) that from the religious standpoint objection has been also made against the State teaching many other branches, as history, natural and mental science, on the ground that not to teach these subjects religiously is to teach them irreligiously; from which it has been concluded that the state can not as a secular institution support and conduct schools without making their influence tell against religion. Without refuting these views in argument, the state has followed the course of a practical necessity and made ample provision for instruction in these branches in its schools with the result that the objections that appeared in theory have been very generally dissipated by the experiment, so that very few people are now found who protest against the propriety of the state teaching these subjects. Now, as it is more important that our youth should be instructed in the duties they owe to their fellow men as neighbors and as citizens, than that they should be taught philosophy or astronomy, it seems reasonable that the state should be able to discharge this duty without damage to other interests.

(2) It may be further said in more direct reply to those who deny the competency of the state to instruct and train its youth in morals, that the source, authority, or basis of any law or truth necessary to the welfare of the state is not a question in which the state is interested, or one to be settled before the state can appropriate it to its own use. Neither is the state bound to deny itself the advantage of systems of truth simply because there remain questions upon which scholars differ. Government in its theory and history is a subject taught by the state without deciding what is the origin of human government or what is the basis of its authority. The sciences of light, electricity, geology, and biology, are taught notwithstanding the many problems unsolved and diverse theories. The body of truth accepted by the entire scientific world is abundantly sufficient to meet all practical demands of the state.

This principle applies with equal reason to morals. Without considering the question of the basis of moral obligation or who are its authoritative exponents, it may be assumed that, whatever the source, the world is in possession of a large body of morals, the reasonableness and authority of which are beyond question, and these truths as the common property of our civilization, the state may wisely incorporate in its system of instruction and practice.

The basis of all effectual teaching in morals must be in training as distinguished from formal instruction. Hence the virtues of courtesy, truthfulness, self-denial, and the like, must be first made known to the child by example, and be developed in his character through those activities that belong to the social relations of child life, children with children and with their elders. That this is by far the most important part of the teacher's work, and without which the memorizing of precepts will be of little account, will not be questioned. But following and based upon this, these experiences should be formulated into those principles and precepts which will have an ever enlarging application as the child's relations and responsibilities become more extended.

Literature and moral training.—President De Garmo, of Swarthmore College: Moral training as now practically realized in the public schools rests principally upon the inculcation of maxims of moral conduct and their enforcement by authority. This system leaves a gap which literature is well calculated to fill. Under the most rigorous system of authority there is still room for much moral badness that can not be reached by this means. A child may, for instance, be harsh, or even cruel in his treatment of animals or other children. He may be greedy, surly, selfish, discontented; he may be obscene in his language, and a pollution to the whole neighborhood. The traditional minister's son often illustrates this fact. When the child becomes a man he may give way to one after another of a whole catalogue of vices. He may, for instance, become a tyrannical husband and father, a worthless or injurious citizen, and yet from infancy to manhood never suffer seriously from the retribution of violated law. An additional danger is, that when authority is relaxed, the habits it has established may give way, and the child surrender to the dictates of a bad disposition. Thus the widow's son may become a comfort or a heart-breaking sorrow to his mother.

The chief defect in our present system seems to lie in the feebleness of its influence upon the ideals and disposition of the child. This is in many cases left to accident, whereas much might be done through literature in all cases. The present tendency to give moral lessons from little books on ethical instruction, is an exaggerated form of the old method of inculcating maxims, and must be pronounced inadequate. It tends to a premature, abnormal self-consciousness on the part of the child, and does not fill the gap that now exists.

Now, since all moral ideals are portrayed in literature in such a form as to attract the sympathetic interest of the child toward the good, and to arouse his antipathy to the bad, since literature is also perfectly adapted to all stages and phases of mind from the kindergarten to the university, treating each topic as an ethical whole, employing the most fascinating of flights of the imagination and giving the child the constant opportunity of passing disinterested moral judgments upon all sorts of situations, it is, as it seems to me, the most perfect of existing instruments for developing a happy, generous, unselfish disposition in children, and for giving them the most true, vivid, and concrete ideals of ethical conduct.

IX. RURAL SCHOOLS.

Need of a uniform course of study.—State Superintendent Richard Edwards, of Illinois, speaking of the course of study recently adopted for that State: The need for something like this course of study was very apparent. Many schools appeared to be conducted with very little system as respects the work they undertook to do. In many the change from the administration of one teacher to that of another was accompanied by an entire breaking up of the pupil's record and standing. The new teacher on entering upon his duties at the beginning of a term had no means of determining the attainments already made by the pupil whom he was to teach. They were, therefore, classified at haphazard. As a result, much time was lost; many pupils going over the same subject several times, and others undertaking work for which they were not prepared. There was a lack of continuity in their progress. These evils the course of study, if wisely and faithfully carried out, will overcome, the teacher at the close of every term being able to indicate precisely the amount accomplished by each pupil and the point which each has reached in his progress. The new teacher will only need to examine the results thus indicated by his predecessor. Of course some sort of record of the pupils' attainments must be made in order that this result may be secured. But the means of making such a record are abundant. Several forms have been prepared by publishers for this purpose.

A longer school term practicable.—Superintendent A. S. Draper, of New York: As a result of the statutes increasing the minimum length of the school year from 28 to

32 weeks, the average length of the country schools has increased from 33.4 weeks in 1889 to 35.7 weeks in 1890. * * *

It will be recalled by all persons familiar with our school affairs in recent years that there was considerable doubt expressed, in the legislature and out of it, as to the wisdom of the increase in the length of the school year at the time it was made. It is with much satisfaction, in view of such expressed doubts, that I am able to make this gratifying showing, and to assure the legislature that less difficulty has been experienced during the last year in exacting thirty-two weeks of school in the rural districts than was experienced in preceding years in exacting but twenty-eight. In view of the results it is well to consider whether or not, in a very little time, the school year in the rural districts might not be safely lengthened, so as to afford as much schooling to the children in the sparsely settled districts of the State as is gained by the children in the cities. I have long entertained the belief that it is entirely practicable to maintain schools in the rural districts for thirty-eight or forty weeks in the year, and that we can not hope to attain results equal to those secured in the cities without doing so. Nothing is of more consequence to the school interests of the rural districts of this State than that the old idea that there should be a winter school for one class of pupils and a summer school for another class of pupils shall be abandoned, and that all pupils up to the age of 13 or 14 shall have the advantage of the schools for the entire year, deducting only reasonable vacations.

Grading in country schools.—W. T. Harris: In my opinion there is no worse evil in the country schools than the classification of pupils which is attempted in many States under the supposition that what has proved a good thing in the very large schools of cities would be beneficial if partially adopted in the small schools of the rural districts. Hence, while most cities classify by grades of a year's work in the case of pupil's advanced into the third and subsequent years' work, and by half-years in the work of the lowest primary divisions, the superintendent of the county or State thinks that he has done a great thing if he has introduced classification into his rural districts to such an extent as to have three or four grades where there are ten grades in the city.

The important thing to be regarded in the matter of grading is the intervals between classes. If the intervals are a year, as in the grammar school, whose pupils are aged from 11 to 13, then it is clear that each class contains differences in qualification which may be as great as one year's study would produce. In the lowest classes of the primary grades there would be differences of a half year. This means that in each class where the teacher set the lessons for the capacities of the best pupils, those lessons were too hard for the least advanced pupils. On the other hand, in the classes where the teacher adapted the lessons to the capacity of the least advanced pupils, the best ones would not have enough to do, but would acquire listless habits. If the lessons were set for the average of the class, there would be cases of too much work for the poorest and of too little for the most advanced. Now, it has been shown (and one may easily verify the fact) that a year's interval is too great between classes of the age under 14, and a half year too great for pupils of 6, 7, or 8 years. The growth of the mind is too rapid at those early periods to keep pupils in the same class for a year without detriment to the pupils in the two extremes of the class; for the best get listless or indolent, losing interest in their work, while the slow minds get discouraged because they are dragged along after brilliant rivals and lose their self-respect. This is a dreadful result, as it actually exists in many a school famous for its grading.

Now, when the rural schools attempt to secure some of the benefits of the graded system—and these benefits are gain in time for recitations and the mutual help that pupils of the same grade give one another by showing different points of view of the lesson—the rural schools make a system of two, three, or four grades instead of ten, and suppose that they have really secured some of the good which the city schools obtain. This is, however, only a superstition.

If an interval of one year is too great, it is evident that an interval of two or three years is far worse. The entire course of study is eight or nine years in the so-called district school. Four grades give intervals of two years, and three grades give intervals of about three years. The most advanced pupils in each class are likely to be two years or more in advance in scholastic preparation beyond the lowest of their classmates. These advanced ones are kept "marking time," while the teacher is laboring with the struggling dullards of the bottom of the class. These are perhaps not dullards except because they have the misfortune to be placed in a class with pupils far in advance of them.

But it is supposed by some teachers that it is possible to conduct a class of this kind in such a manner that the advanced pupils have enough to do while the less advanced do not have too much. When this problem is well solved it will be found that the teacher has arrived at individual instruction or has made a minute subclassification within each nominal grade.

In the ungraded school there prevails individual instruction with little or no attempt to bring together pupils in their work The numerous recitations which this involves give the teacher only a brief time for each. Five minutes for a grammar lesson do not admit of the discussion of the grounds and reasons or of anything fundamental, and the teacher is liable to resort to requiring only memory work, as that alone can be tested in the least time.

But in the ungraded school there is a chance for the bright and industrious pupil to make good progress by aid of a good text-book without much aid from the teacher. I do not consider the evils of the ungraded school to be so great as those of the partially graded schools such as are found in Iowa, Missouri, Illinois, Massachusetts, and in nearly all of the Northern States. They are stiflers of talent in most cases. Where the teacher is very concientious and thorough the school bears heavy on the slow pupils and produces discouragement and the loss of self-respect.

What is the remedy for this waste of the best pupils by keeping them marking time until they lose all interest in their work? What is the remedy for this waste of time of the slow intellects by discouragement?

I think that the answer to this may be found in the adoption of some form of the Lancasterian or monitorial system—using it sparingly and under careful supervision. The more advanced pupils may be set to instruct the backward ones to a certain limited degree. However, this must not be attempted except by teachers who are skilful and full of resources. Otherwise the process or method will fall into the same ruts that the old-time system fell into. We do not wish to restore the "pupil-teacher system" nor see a too extensive use of the monitorial system. But invention has not been exerted on this line. There is unlimited opportunity for devices which shall employ the bright pupils in making easy steps for the backward pupils and in testing their progress. We have seen the evils of the Lancasterian system in filling the ranks with poor teachers. The modified Lancasterian system, which I believe useful in ungraded schools, and to take the place of the mischeivous system of partial grading in many village schools, demands, before all, that the teacher shall be better than ordinary. The mere routine teacher will not serve the purpose; nor have we any use for the apprentice teacher or the half-cultured teacher of any kind.

I hope that good teachers will be found who will brave public prejudice and make experiments along this line.

The graded system of rural schools of New Jersey.—Abstract of a paper read before the National Educational Association, department of superintendence, at Boston, February 23, 1893, by Addison B. Poland, State superintendent of public instruction, New Jersey: New Jersey enjoys the distinction of being the first State to attempt a systematic grading of rural schools. The experiment was first tried in Camden County, N. J., in the year 1872, where it has continued in operation without interruption for twenty-one years.

The essential features of the New Jersey system of grading rural schools are the following:

(1) It is a county and not a State system. Under the New Jersey school law county superintendents have the power, by and with the approval of trustees, to prescribe a uniform course of study for their respective counties. For this reason, among others, a uniform State system has never been adopted. It is doubtful whether State uniformity in grading rural schools is any more desirable or necessary than State uniformity in grading city schools. The latter, so far as we know, has never been attempted.

(2) It prescribes a uniform course of study, consisting in general of five grades. These cover the whole primary and grammer-school period of the best city schools, together with the first two years of the ordinary high-school course. The smaller number of grades (five only) is considered the fundamental and saving feature of the system, since it can be adapted to all classes of schools—rural, village, and city—without interfering at all with local school programmes. It affords opportunity for whatever subgrades are needed to suit the local conditions or exigencies of any district. It enables frequent reclassification of pupils, while reducing at the same time the number of daily recitations.

(3) It provides for uniform county examinations. These are held once a year. The questions are prepared by the county superintendent. Examinations are conducted by the regular class teacher. The papers of the highest two or three grades, after being marked by the principal or class teacher, are sent to the superintendent or his board of examiners for review. Certificates are awarded on completion of each grade. The diploma of the advanced or high school course admits to the State Normal School and to several colleges without a reëxamination.

(4) It demands certain permanent records. These greatly facilitate the reclassification of a school by a new teacher. They enable pupils removing from one district to another to be more easily classified.

The principal evils that the system under discussion aims to reach and correct are the following:

(1) The short and irregular attendance of pupils in rural schools. This evil is overcome in a great measure by the interest aroused. The examinations, records, certificates, and diplomas furnish the additional incentives that are needed to create this interest.

(2) The mistakes of untrained and inexperienced teachers in classifying their schools. These are largely reduced under the operatic of this system. Teachers become familiar with the county system, and on going into a new school recognize immediately its appropriate classification.

(3) The large number of daily recitations. Although not the primary object, still it has the effect of reducing somewhat the number of classes. It establishes certain focal points towards which the work of all classes converges.

(4) The lack of *esprit de corps*. This is one of the chief evils of the ungraded schools. Under this system it is no longer felt. Each district regards itself as a component part of a larger system. Pupils become interested to sustain the reputation of their respective schools.

In conclusion, Mr. Poland said that the conditions which prevail in the rural districts are so unlike those prevailing in cities that any *a priori* judgment based on a knowledge of the latter alone should be closely scrutinized. He fully agreed with Dr. Harris and others, who, in their public utterances have deprecated any action that would tend to engraft the hard-and-fast city system of grading upon the rural schools of the country.

He claimed, moreover, that the New Jersey system by its adaptability to all local conditions would facilitate, rather than otherwise, the frequent reclassification of pupils.

Two views of the present status of rural schools compared with the past.—C. C. Rounds, principal State Normal School, Plymouth, N. H.: The problem of the rural school, as distinguishd from that of the city and the village school, remains essentially the same as fifty years ago, in large sections of our country. While important changes and improvements have been made in centers of population and wealth, the rural school, very generally, is lacking still in the essential conditions of success: a fit school plant (house, apparatus, library), a well-planned course of study, qualified teachers, an adequate length of school year, regular attendance, and efficient supervision.

While thus lacking, many towns tax themselves for schools at a rate far greater than do cities and towns in which all these conditions are supplied, and yet can not raise by taxation a sum sufficient for their educational needs without danger of driving away all movable capital. This lack is itself a cause of increasing difficulty, from the steady diminution of population and resources by the drifting away of the more intelligent families in search of better educational facilities for their children. The rural school has slight representation in educational congresses, and in school reports, mainly statistical, there is rarely a presentation of the bare facts regarding them.

Hon. Andrew S. Draper, State superintendent of New York: I by no means take the gloomy view of the rural school problem presented by the last speaker. Of course, there are obstacles in the way of educational progress in the country districts, but no greater obstacles than are to be found in the cities. It is no more difficult to overcome poverty in the country than it is to withstand the influences of politics in the cities. Take the position that the school system is a State system, and that the populous centers must help the outlying districts not only as to methods but as to means as well, and there will be progress in the country. As a matter of fact, there has been great progress among the rural schools in recent years. The buildings have been improved, and the teaching force strengthened. Indeed, the teaching force in the country schools is fully up to that in the cities as a rule. A photograph of the teachers in any rural county of this State would compare in appearance very favorably with a similar representation of a company of teachers in the cities. * * *

It seems to me that there is no occasion for the grave apprehension about the future of the rural schools. Under all the circumstances, they are improving as rapidly as the city schools.

Make the outlying districts large enough to bring together a considerable number of children in the same school; if necessary, provide for carrying children to a good central school, rather than carrying a poor school to the doors of the children; make the supervisory district smaller and provide supervision which is efficient; regulate the licensing of teachers so as to protect the country schools against the imposition of bad work; arrange a course of procedure and systematize the work; insist upon houses that are suitable for schools and upon appliances that are necessary for efficient school work, and results will be attained in the rural districts which will be fully up to the results attained in the cities.

The treatment of the rural school problem by Massachusetts.—Hon. George H. Martin, agent Massachusetts board of education: Massachusetts has attacked the rural school problem from three sides—the side of teaching, the side of organization, and the side of supervision.

Most of the rural schools in Massachusetts are in poor towns which have been depleted by the set of population toward the manufacturing and railroad centers. These towns, too, have suffered most from the disintegrating influence of the ancient school-district system. The State has come to these towns with direct financial aid from its school fund. At various times the mode of apportioning the income of this fund has been changed in the interest of the poorer towns, increasing their grant, and withdrawing the aid from the more wealthy municipalities. Now, no towns having a valuation in excess of $3,000,000 receive any grant. The lower the valuation the larger the State grant. With the help thus afforded, the towns can afford to employ better teachers and to maintain their schools for a longer term.

The second means of improvement is by union and consolidation of schools. A State law authorizes towns to appropriate money for the transportation of children. This privilege is generously used by many towns, some spending several thousand dollars in transportation. Small schools are being united, and the plan of bringing all the children of a town to a central school is growing in favor. Several towns have adopted it with success.

By this arrangement the children enjoy the advantages of graded schools, in commodious and well-equipped buildings. There is found to be better attendance, better teaching, better discipline, and easier supervision. It is the most democratic of school systems, giving to all the children of the town equal school privileges.

The third and most important work for the improvement of the rural schools is in securing skilled supervision. By a law passed in 1888 towns having a valuation not exceeding $2,500,000 may unite for the employment of a superintendent of schools. In this union district there must be not less than 30 nor more than 50 schools. The district is formed by vote of the towns, and the superintendent is chosen in joint convention of the school committees of the towns. This leaves the schools wholly in the hands of the people, and meets any possible criticism of the system as centralizing in its tendency. To these districts the State gives direct aid for carrying on their work. The district must raise at least $750 for salary of superintendent. To this the State by grant from the treasury adds $500, making a minimum salary of $1,250, and $500 more to be used in paying the wages of teachers. The conditions of the gift are such that the towns may not reduce their own appropriations. This bonus has acted as a strong incentive to the towns, and 117 of them have been brought together into union districts.

The demand has brought into the work a large number of young men, practical teachers, many of them with normal school or college training.

They are steadily elevating the rural schools, not only through their influence with teachers, but by arousing public sentiment to a more healthy interest in the schools.

Now, 200 of the 351 towns and cities of the State, containing 77 per cent of the schools and 84 per cent of the children, are under supervision which is as truly professional as that of the cities has been.

Thus, tentatively, in three ways Massachusetts is trying to solve her rural school problem.

The first requisite for rural schools.—State Supt. O. E. Wells, Wisconsin: The first requisite is closer and more intelligent supervision. No one will question this who has seen the revolution made by a capable superintendent even in one brief term. It is often said, "As is the teacher, so is the school." With equal propriety may it be said, "As is the superintendent, so are the teachers, and consequently the schools." The efficient superintendent does his most effective work not by means of legal enactments, but by tactful leadership. His gentlemanly bearing, his scholarly habits, his prudent counsel, his industry and enthusiasm create conditions and direct efforts in ways that laws can never reach. In order that this influence may be at its maximum the superintendent districts should be limited in extent. Seventy-five schools will afford ample scope for the best available talent. If the usual terms could be lengthened and the salary increased to an equality with that paid to the principals of the city schools, the position would attract and hold capable men.

Women as supervisors of rural schools.—Henry Barnard: I believe in the well-educated female as a supervisor of schools. At my suggestion a lady took charge of the schools of a district in Rhode Island, and accomplished wonderful results. She went to work with the mothers, invited them to go with her, and thus impressed upon them the conditions. Improvements were suggested, apparatus, etc., with good results. At the end of the second year all the children of the district were gathered together, and an entertainment given. The performances would compare favorably with those of Providence.

Women as teachers in ungraded schools.—State Supt. Henry Raab, Illinois: While I like to see women teach in certain departments of graded schools, I think it unwise both for directors to employ and for women to accept places in ungraded schools. While I believe that women when they possess the scholarship and the necessary training can instruct as well as men, I doubt whether they can properly govern a school or exert the proper educational influence over large boys and girls. We can not close our eyes to this condition of things. There are certain things which women, because of their sex, can not do and should not be made to do. I, for one, have always considered it cruel to place an innocent girl all by herself in a country school, there to watch over the large boys.

X. SCIENTIFIC ALLIANCE OF NEW YORK.

The associations forming the Scientific Alliance of New York comprise the New York Academy of Sciences, the Torrey Botanical Club, the New York Microscopical Society, the Linnæan Society of New York, the New York Mineralogical Club, the New York Mathematical Society, and the New York Section of the American Chemical Society.

The combined membership of these societies is over 650, and includes nearly every person especially interested in pure science in New York.

The first joint meeting was held at the American Museum of Natural History, November 15, 1892; the meeting had for its object the public presentation of the needs of science in New York City and the plans and purposes of the council of the alliance.*

The following extracts are taken from the addresses made upon this occasion:

Advantages of the Alliance to New York City and to the Scientific Societies.

President Seth Low, of Columbia College, in discussing the advantages to New York City of the Scientific Alliance, said: There may be, and there doubtless is, a vast amount of scientific knowledge and interest in this great community, but it must have facilities for expression before it can make itself known and felt, still more before it can drive the motors of scientific activity along the paths of investigation and the large service of mankind. Naturally, the city is not wholly devoid of such means of expression. The museums, the universities, the colleges of the city, as I have said, do something to fan the flame, and between them bring into the city probably the largest body of men whose attention turns naturally to such things. Neither is it just to leave out of the account the constant encouragement which business men in New York are extending to those who are endeavoring to apply practically the results reached in the domain of pure science. But beyond the walls of all such institutions, and outside the ranks of inventors, all through the city are men whose tastes and interests incline them to scientific pursuits. All these sorts of men have organized themselves into various scientific societies, each after its kind, to listen to and discuss scientific papers. These bodies have revealed at once the strength and the weakness of New York in these directions. They have made clear beyond a doubt the vast resources of the city, both in men and means. But they have also revealed the fact that these resources are as yet insufficiently organized. * * *

The Scientific Alliance of New York has the capacity, I think, to give to New York the agency which the city has long needed to develop to the utmost its scientific activities in the direction of pure science. First of all, the alliance conforms to that fundamental truth of modern scientific thought, the unity of nature. We recognize that all sciences, so called, are only branches of one all-embracing science. They belong together and not apart, because they are mutually interdependent. But this alliance needs, for the full accomplishment of its designs, a common home in which the different societies shall have their headquarters, use their libraries in common, and make available for all the periodicals and meetings of each. Such a building should contain accommodations for a truly great scientific library, and a lecture hall that might be turned to account for the instruction and enlightenment of the public. It would naturally become the place where scientific men "most do congregate." With an agency of this kind at its command, adequately supported, it would be but a short time before the Scientific Alliance of New York would awaken in the city a veritable enthusiasm for the encouragement of scientific research. It should offer the means of publishing meritorious papers, and it should fit out and maintain scientific expeditions to all parts of the globe. In this way it would do much to make New York a benefactor of the nations, one of the cities the world would not willingly let die.

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*The council is composed of the president and two other members of each of the organizations, and has advisory powers only. The president of the council for 1892–93 is Charles F. Cox (Grand Central Depot); secretary and treasurer, N. L. Britton (Columbia College).

The president of the Alliance, Charles F. Cox, explained the advantages that would accrue from it to the societies themselves: We propose to test the energy of these organizations by bringing them into closer contact with the restless, eager, busy world about them, confident that, even if the extrinsic effects produced turn out to be but barely appreciable, there will still prove to be intrinsic results more than compensating for the efforts put forth. At least the cause of science will be honored by our devotion, and the pursuit of pure truth will be exalted and set before the people as an example of the things which moth and rust do not corrupt—as something, therefore, in this age of business and bustle which is rather to be chosen than great riches. * * * We shall find that our endeavors will inevitably produce within our societies a correlative development of vigor and productiveness by which they will rise to higher and higher possibilities and reach out after nobler and nobler purposes. Each determined attempt we make to broaden the boundaries of learning will at least deepen our own appreciation of knowledge. Each serious plea we put forth for a higher standard of education will lengthen the rule by which we measure our own achievement. And thus, as Emerson says, "every act rewards itself." * * *

Investigators of nature's laws are not now beset by the same sort of enemies as those who harassed the truth-seekers of Columbus's time, but you men of science have none the less your foes. Strange to say, the most powerful of these are your opponents unconsciously. They are the average mass of men about you, wholly devoted to self-seeking and swallowed up in the struggle for material aggrandizement. They measure knowledge by commercial standards and have put a market value even upon truth. Your science, in their eyes, is worth only what it will bring when offered in the form of dynamos, telephones, electric lights, dye-stuffs, mining machinery, and other merchantable wares. These are the real materialists—the worshipers of the pound weight and the foot rule. It is they who are responsible for the current sarcasm aimed at "theorists and doctrinaires," though they are not wholly a product of our time. * * * Although this warning is not as needful as it used to be, and although it is likely to be still less necessary as time goes on, you disciples of pure science should fortify yourselves in every way possible against these contemners of the impractical. * * *

The saving we expect to effect is not that of material substance, but rather the economy of time and thought. Scattered as we are over the broad field of research, we require facility of intercommunication for the sake of acquaintance with one another's achievements, so that what one man has done need not be done after him. Life is too brief to be spent in duplicating work already accomplished, and never were the sciences so dependent upon one another as they are to-day. In fact, all investigation seems to be converging upon the philosophy of the molecule and the atom. * * * It is no longer possible for the various branches of learning to exist in scattered and isolated centers. Such an arrangement is in itself unscientific, because it is both inefficient and wasteful. What we propose to do through this alliance is to furnish the scientific societies of New York a common ground to stand upon, and eventually something that we may rightfully call "rapid transit" for thought and knowledge. We shall hope to accomplish this not simply by supplying one organization with information of what is done in another, and so preventing the profitless threshing of old straw, but mainly by bringing to light those subjects upon which a union of forces will produce the best results. For the immediate present, we shall probably find the most promising field for concentrated effort in the presentation of the claims of science to the consideration of the better educated portion of the community, with a view to enlisting sympathy and assistance in the work of establishing it upon a basis comparable with that of any other of the elevating and refining agencies upon which our people bestow an appreciative patronage. Religion, organized benevolence, the fine arts, literature, general education, and even technical training, receive generous and well-merited support and encouragement. * * * Much has been, or is being, done for almost every sort of philanthropic enterprise; but as yet pure science, the science of research, has failed to share in this revival of liberality. Illustrative science we see tolerably well provided for in this finely equipped museum, but this objective side of science should be supplementary to the more subjective side which we represent, and the two phases of one division of learning should go together and receive each its proportionate degree of patronage and support. Although our turn may come last, it surely will come, and at no very distant day.

The Need of Endowment for Scientific Research and Publication.

Hon. Addison Brown, president of the Torrey Botanical Club, delivered the address upon this subject, the essential parts of which are as follows:

* * * "To keep society as regards science in healthy play," Tyndall says, "three classes of workers are necessary:

"(1) The investigator of natural truth, whose vocation it is to pursue that truth and extend the field of discovery for truth's own sake, without reference to practical ends. (2) The teacher, to diffuse this knowledge. * * * (3) The applier of these principles and truths to make them available to the needs, the comforts, or the luxuries of life. * * * These three classes ought to coexist and interact. The popular notions of science * * * often relate, not to science strictly so-called, but to the application of science.

"The great discoveries of scientific truth," he continues, "are not made by practical men, and they never will be made by them; because their minds are beset by ideas which, though of the highest value in one point of view, are not those which stimulate the original discoverer.

"Behind all our practical applications there is a region of intellectual action to which practical men have rarely contributed, but from which they draw all their supplies. Cut them off from that region and they become eventually helpless."

What is true in one department of natural science is, I apprehend, equally true in all.

The practical men do not work at random, but upon the basis of what scientific research and publication have previously put within their grasp.

Research must pave the way for invention.—It is evident, therefore, that not only the advancement of knowledge itself, but all possibility of any continuous advance in those great improvements which are to mitigate the sorrows and promote the health, the conveniences, and the comforts of men, is vitally dependent upon the progress of scientific research. In recent years how marvelous have these improvements been! Besides those that are most common and familiar to all, what miracles almost have been achieved through the photograph, the spectroscope, the microscope; by the discovery of the sources of fermentation and of putrefaction; by the discovery of anæsthetics and the application of antiseptic methods in surgery, and in the treatment of other lesions. These latter discoveries alone have ameliorated beyond expression the sufferings of man; they save more lives than war and pestilence destroy, surpassing even in that regard the safety lamp of Sir Humphrey Davy—an invention which, at the time it was made, was said to have exceeded every previous discovery as a means of saving human life, except, possibly, inoculation for smallpox.

This vital relation between the advancement of knowledge and the welfare of man furnishes an all-sufficient reason for the continuous and never-ending prosecution of original research. Of necessity the original work of *discovery* must always lead; that must always precede the practical applications. The necessity for such research must, therefore, continue, so long as science and human society endure. As there is no limit to the advance of knowledge, so there can be no limit to the benefactions it is capable of conferring upon mankind. The more rapid the advance, the more speedy the enjoyment of its fruits. In this relation alone, the need of ample provision for scientific progress is one that addresses itself equally to the nation, to the State, to philanthropists, and to all who would advance the welfare of man, on the broadest and most enduring lines.

Research never self-supporting.—How shall such research be maintained and extended? The investigator of pure science does not work for profit. His discoveries are not marketable. The law allows no patent upon a principle of nature or the discovery of a new truth. Newton could not patent the law of gravitation, nor Volta the galvanism of the voltaic pile; nor Ehrenberg and Schwann, the discovery of the widespread influence of bacteria; nor Faraday, nor Henry, electro-magnetism; nor Joule, his correlation of forces; nor Jackson, his anesthetics; nor Lister, his antiseptic treatment; nor Koch nor Pasteur, their discoveries of the bacilli, the destruction of which may lead to the cure or amelioration of terrible diseases. To the practical men and to the inventors, on the other hand, who apply to the specific wants of men the truths and principles which the scientists have made known to them, the law, in the form of a patent, gives a monopoly of from fourteen to twenty-one years. They thus obtain, as a rule, a reasonable, and, in some cases, even an excessive, pecuniary reward. In this country alone nearly 500,000 patents have been issued; they are increasing at the rate of about 25,000 per year. In the extreme multiplication of patents affecting a large part of everything we use, the whole world, it might almost be said, is paying tribute to the inventors and practical men; while to the original discoverers who have made so much of all this possible, there is no promise of pecuniary reward.

This is not said by way of complaint. In the nature of things, it is scarcely avoidable. The aims, the motives, the methods, and the genius of the two classes of minds, are and ever must be widely distinct. Original discoverers can not be turned aside from their special work to become mechanics and inventors, without infinite loss. Prof. Henry had one form of the electric telegraph in actual use some years before Morse conceived it.[1] But how great would have been the loss to science, without any corresponding gain, had Prof. Henry in 1830 turned away from pure science, to do the subsequent work of Morse in adapting the telegraph to common and valuable use!

Research in pure science can never be made a self-supporting pursuit. It can never, therefore, be carried forward broadly, and continuously, and effectively, except through men sustained by some form of stipend or endowment. Occasionally, it is true, men of independent fortune, like Harvey and Darwin and Lyell and Agassiz, have devoted themselves to original research upon their own means, and have accomplished most important results. But these instances are rare. Many other persons, too, with aptitudes and tastes for research, though not following a scientific career, have carried on private researches in the intervals of leisure, stolen from the exacting demands of professional or business life; and these have, in the aggregate, added no small amount to the common stock of knowledge.

It is no disparagement, however, of these subordinate workers to say that nearly all the great discoveries and nearly all great advances along the lines of knowledge have been achieved by men who in the main have devoted their lives to the work, and have been supported through institutions or endowments which made this devotion possible. Government appointments, professorial chairs, or salaried positions in scientific institutions of some kind, have been and must continue to be, our chief dependence. And it is manifest that these can only be maintained by Government aid, or by the bounty of private individuals. The former is mainly the European system; the latter, in the main, is ours. There, universities are founded by the Government; here, chiefly by the people.

Facilities afforded in Germany.—In Germany there are twenty-one universities maintained by the Government. In each of these, as Dr. Lankester states, there are five independent establishments in the department of biology alone, viz: In physiology, anatomy, pathology, zoölogy, and botany. At the head of each of these establishments there is a professor, with two paid assistants, making altogether about 300 for biological research in Germany; and he estimates about one-quarter of that number in the same department in England. In all the sciences, therefore, there would probably be found in Germany from 800 to 1,000 persons of high scientific attainments, supported by the Government in the universities, who are regularly and systematically engaged in the discovery of new scientific truth. For it is there made both the object and the duty of the professors of natural science to carry on original investigations by work in the laboratory. Their positions are obtained through previous distinction in such investigations; and it is for this work that their small but fixed stipend is paid by the Government.

France.—In the College de France, also maintained by the Government, there is the same requirement, though with a larger salary to the professors, and with the added duty imposed on them to deliver to the students about forty lectures yearly upon the subjects of the professors' researches; while in Germany the professors also receive from each student who attends their lectures a moderate fee, which serves to increase their meager stipend, as well as to stimulate their activity and usefulness. Under this system Germany has become the greatest school of science, and the resort of the whole world.

The present United States system.—In this country the opposite system prevails. The colleges and universities are mainly private foundations, dependent on private gifts and endowments. The colleges are unwisely multiplied. All are more or less cramped for money. This limits the number of professors and assistants appointed for instruction, and crowds them with routine work. The result is that in all but a few colleges, and in these until comparatively recently, the duties of instruction have left to the professors but little time or opportunity for the prosecution of original investigations; and these with but poor equipment and inadequate means.

In not one of all our colleges and universities, so far as I have been able to ascertain, is there a single professorship endowed or founded, even in part, for the avowed object of original scientific research. Instruction, not discovery, is the only avowed object. It is to the great credit of American professors and teachers that, with so much routine work on their hands, and so little leisure for research, they should have accomplished by purely voluntary studies so much as is shown in their contributions to our scientific publications.

To what is said above, perhaps a virtual exception should be made as respects our astronomical observations, in which, the labors of instruction being less, original work has been, perhaps, expected, and has been accomplished with most signal success. To some extent this may possibly apply to our medical schools also. And in other departments, generally, wherever time and opportunity have been afforded, much original work has been done by our professors; some of it of the first class.

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[1] Smithsonian Report, 1878, pp. 159, 262.

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A new system being evolved, endowment of professorial chairs.—If experience teaches anything, it is that no broad and general development of scientific work of the first class is possible, except either through independent establishments for special work, or else by the university system, in which professors in science and their assistants are first selected on account of their previous distinction in original research, and are then appointed to *continue that work*, and in the teaching of students, to transmit to *them* the zeal of discovery and the true methods of advance.

It matters little whether the support of the university or of special institutions for research comes from the Government or from private endowment, provided the provision is adequate and constant. The difficulty with us has been, and still is, that funds are insufficient, the means and equipment inadequate, and the time allowed to the professors for research insufficient. There has been too much of the schoolmaster, and too little of the real professor. Too great absorption of the professor's time in the work of instruction is injurious to both teacher and pupil. The most stimulating of teachers is he who by daily experiment is in vital touch with nature; he who brings from the fires of the laboratory the warmth, the illumination and the inspiration of his own researches.

This is now well recognized; and, so far as their means will permit, the leading colleges are by degrees relieving their professors of the work of elementary instruction, so that they may the better prosecute original researches, and at the same time become best qualified for the highest work of instruction. This system will, doubtless, demand watchfulness and discrimination. To prevent abuses, regulation and responsibility may have to be imposed. But it involves the appointment of additional instructors. It requires added means. And this is indispensable as a part of the transition of our leading colleges to the university system. It is indispensable, also, if we are to have in this country any considerable systematic prosecution of original research. We must use existing instrumentalities and existing institutions. And all experience shows that outside of the few Government positions, and in the absence of special institutions for research, the professorial chairs are best adapted to such investigations. No greater service could be done to science than to make such endowments as should insure systematic and continuous research by the professors as a part of the new university system.

Endowments for the same object, and operating in the same line, might also take a different form, viz, the endowment of several professorial fellowships, each say, of $1,000 annual income; to be controlled and awarded by some independent scientific body (such as this alliance might afford) for distinction in active scientific investigations, either within the country or within the State. I know of no more quickening impulse to original scientific research than such as would be given to it by those means.

Endowment of fellowships in science.—Immediately connected with our colleges and universities is another field, in which additional endowments are greatly needed, viz, for fellowships in science for postgraduated studies.

Upon the postgraduate workers, the future of science and the recruits for future teachers and professors must necessarily depend. In that view the importance of post-graduate endowments in science can scarcely be magnified. The great majority of the young men from whom all the new recruits must be drawn have little or no pecuniary means. After graduating, often through many difficulties, they must face the question of their future calling. They must consider what promise of a reasonable and comfortable support a life devoted to science affords. If this risk should not deter them, still there are many with talents of a high order who would be absolutely unable to proceed farther in the advanced scientific studies necessary to qualify them to enter upon remunerative scientific work, or to obtain situations as professors or assistants, except by the aid of substantial endowments for their support, during the three or four years more of necessary assiduous study.

In the stress of modern life, and in the allurements towards more certain pecuniary results, nothing but such endowments can avert the withdrawal from scientific pursuits of many young men of high promise, whose genius and tastes and ambition strongly incline them to science, and who would be secured to it if this temporary support were afforded.

The endowments of our colleges and universities in aid of postgraduate work in science are much less, I suppose, than is commonly imagined. I find no such support for postgraduate work in science, either at Cornell University, at the University of the city of New York, at Brown University, at Amherst, or even at the Johns Hopkins University. No statement of the endowments of the new Clark University at Worcester has as yet been published. Princeton, though having a hundred undergraduate scholarships, has but one postgraduate fellowship for science; Yale, but two—the Silliman and the Sloane fellowships.

Columbia College has two fellowships expressly restricted to science, viz: The Tyndall fellowship of $648 annually, and the Barnard fellowship of about $500 annually. Besides these, however, twenty-four general university fellowships have been established, of $500 each, for postgraduate study, of which eighteen are in present operation. About one-third of these are assigned to science; making now eight for science at Columbia, with probably two more in 1893 or 1894. In architecture, moreover, there are three additional noble postgraduate fellowships at Columbia, the Schermerhorn of $1,300 annually, and the two McKim fellowships of $1,000 each, to support study in foreign travel. In the medical department, also, there are five valuable prizes for proficiency.

The University of Pennsylvania has the Tyndall fellowship, before referred to; and, in the department of hygiene, an admirable laboratory fitted up by Mr. Henry C. Lea, with a fellowship of $10,000 endowed by Mr. Thomas A. Scott, at present applied to original research in bacteriology.

At Harvard, besides the three Bullard fellowships of $5,000 each, established in 1891, to promote original research in the medical school, there are two postgraduate fellowships restricted to science exclusively; namely, the Tyndall fellowship of abont $500 annually, and the income of the recently established Joseph Lovering fund, the principal of which is now about $8,000. There are also eleven other general fellowships, viz: The Parker, the Kirkland, and the Morgan fellowships, available for promising graduate students in any branch; of which about five have been usually assigned to science. These fellowships give an income of from $450 to $700 a year. Harvard has also forty-six scholarships available for graduate students, varying in income from $150 to $300 each, of which about seventeen are assigned to science. During the last year, according to the report of Prof. Pierce, the dean, there were 193 applications for those postgraduate fellowships and scholarships, 71 of which were in science. Only one-third of the applicants could receive the aid. * * *

From the above synopsis it appears that in all these colleges (and I know of no other similar fellowships elsewhere) there are only about twenty-six adequately endowed postgraduate fellowships in science. As these should be continued for at least three years, there is provision altogether for only about nine per year—not one-fourth the number required to supply the annual loss in our 150 colleges, to say nothing of the increasing demand, through the growth and improvements in the colleges themselves. As it is from such specially trained students that the great professors of the future must be drawn, the need of much greater endowments for new recruits is apparent. * * *

Huxley is said to have once stated that "any country would find it to its interest to spend $100,000 in first finding a Faraday and then putting him in a position where he could do the greatest amount of work."

It is the postgraduate endowments that must find and retain to science the Faradays of the future.

A notable instance of the need and value of such aid is found in the recently appointed head of a great university, who, by such endowments alone, here and abroad, it is said, was enabled to prosecute his studies for ten years successively, reaching thereby the front rank in his chosen department of philosophy.

Services rendered by learned societies.—Another department in great need of pecuniary support is that of the learned and scientific societies. In these England is pre-eminent. Our own societies have endeavored to follow, so far as they could, their English models. The English societies have rendered to science invaluable service in three main lines:

(1) In providing ample means for the publication of scientific papers, showing the progress and the results of their scientific work. In this every society has taken part.

(2) In the direct maintenance of original research, in which the Royal Institution has been most conspicuous.

(3) In the award of prizes for scientific distinction; but still more important, in the distribution of pecuniary aid for the prosecution of special scientific researches.

1 Publication of scientific papers.—Of these, I regard publication as, perhaps, the most important; not only because it puts the world in possession of what has been done by investigators, but because the very fact that there are means of publication is one of the greatest incitements to complete and thorough original scientific work.

Of the English societies the Royal Society is the oldest, having been chartered in 1662. It has published 181 volumes of transactions and about 50 volumes of proceedings. For these purposes in 1881 the expenditure was between $11,000 and $12,000. It has property to the value of about thirds of a million of dollars, more than half of which is in trust funds, held for scientific uses. The income on the trust funds in 1891 was about $17,500.[1] In 1828 Dr. Wallaston, in giving it $10,000 in 3 per cent consols "to promote scientific researches," charged upon the society "not to hoard the income parsimoniously, but to expend it liberally for the objects named."

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[1] Proceedings, 1891, Vol. 50, p. 235.

The Royal Institution of Great Britain was founded in 1779, largely through our countryman, James Thompson, of Rumford, Vt., afterwards Count Rumford. In 1888 it had property and invested funds for general purposes to the amount of $350,000, and about $40,000 of invested funds for the maintenance of its three professors. In 1887 it expended about $2,000 in publications, and it has issued about 40 volumes.[1]

The Linnæan Society, now furnished by the Government with permanent accommodations in Burlington House free of rent, was founded by Sir James E. Smith in 1788, and is devoted to botany and zoölogy. Its property amounts to about $32,000, but it has no endowed funds for scientific investigation. For some years past its receipts, mainly from contributions, have been about $10,000 a year, of which one-half, about $5,000, is spent on its publications, which now number nearly 50 volumes of transactions in quarto, and as many more of its Journal. In 1888 $7,000 were expended in publication.[2]

Next in order of time is the British Association for the advancement of Science, founded in 1831. It is sustained chiefly by yearly contributions. Its invested funds amount to about $62,000. Its income and contributions are about $10,000 annually, out of which it appropriates from $6,000 to $7,000 per annum for the encouragement of scientific investigations, and about $1,800 annually for its yearly volume of proceedings. Its publications now number 25 volumes.[3]

The Ray Society was founded in 1844. It was named after the Rev. John Ray, who lived from 1628 until 1705. Haller, himself one of the greatest scientists of his time, writing in 1771, in the full light of Linnæus's fame, calls Ray "the greatest botanist within the memory of man."[4] The society has published about 50 volumes of scientific works of the highest importance. I have not seen any statistics concerning its means or acquisitions, nor have I found any financial report of the scientific societies of Edinburgh or Dublin.

2. *Maintenance of original research.*—Of these societies only the Royal Institution directly supports professors for scientific research. It has two laboratories, one chemical and one physical. These were rebuilt in 1872, "in order that original discovery might be more effectively carried on." The society was founded for the declared purpose of "promoting scientific and literary research." It has three professors—one in chemistry, one in physics, and one in physiology. Davy, Faraday, Tyndall, and others who have spent their lives there, have made its annals immortal.

3. *Prizes and pecuniary aid.*—In stimulating research by the appropriation of moneys for specific objects, the Royal Society and the British Association are the chief agencies. Besides some of its own funds, the Royal Society distributes annually £4,000, or $20,000, granted by the Government "for the advancement of science." This has been done by applying it to numerous purposes; in 1891, for fifty-seven different scientific objects, in sums ranging from $25 to $3,000 each, not confined to natural science alone, but including ethnology and magnetic surveys. Most of the grants were in sums of about $350 or less.[5]

The British Association has disbursed annually for the last forty years from $6,000 to $7,000 per annum, upon the same system of dividing it up for numerous specific purposes, usually from thirty to forty objects yearly, the grants being in sums ranging from $25 to $1,000. The grants are called for and expended for the specific purpose named, and under the direction of some prominent scientific man. Scientists like Sir William Thompson, and others of like renown, have had the administration of many of these grants. These have included for the last six years, save in 1890, the appropriation of $500 per year for a table in the Naples Marine Laboratory.[6]

We have no single society in this country, save the Smithsonian, that can rival in importance those that I have named in England. And the Smithsonian is not a society, but an institution, established by one man, and he an Englishman. This institution, based upon the bequest of James Smithson, was founded by act of Congress of August 10, 1846. I doubt whether in any country or in any age the bequest of half a million of dollars has ever been followed by such beneficent results, or has ever so profoundly affected the life of science in any country as the Smithsonian Institution has done in America during the last forty-four years of its existence. This has been owing (1) to the wisdom and the profound scientific insight of Prof. Henry, its first secretary and director; and (2) to the corps of able assistants and successors whom his spirit and policy have inspired. Its publications number 26 quarto volumes of Contributions to Knowledge, 40 volumes of Miscellaneous Collections, and 44 volumes of Annual Reports. Its Contributions to Knowledge rival, if they do not excel, in rarity and importance the publications of any other society during the same period. Its expenditure in publications is about $12,500 a year.

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[1] Report, 1888, p. 13.

[2] Proceedings, 1890, pp. 15, 45 [May 4, 1888].

[3] Proceedings, 1891, pp. LXXXVII-C, 76.

[4] Bibliotheca Botanica.

[5] Proceedings, 1891, Vol. 50, p. 242.

[6] Proceedings, 1890, p. 90.

Under Prof. Henry a good deal was done in research. Under Prof. Langley, the present director, astrophysical research is carried on. Besides the direct scientific work of the institution, however, its influence has been very great, especially in its relations with the other departments at Washington, and as a medium for the prosecution of other scientific enterprises under authority of Congress. Many of the appropriations of Congress for scientific expeditions for researches in ethnology, paleontology, chemistry, and physics have been due to the presence and coöperation of the Smithsonian Institution. For ethnologic researches alone during the last twelve years, under the administration of the Smithsonian, Congress has appropriated $400,000; to paleontologic researches within the last three years, $160,000; to chemical and physical research, $68,000; and to astrophysical research, $10,000. Besides these, there have been for many years appropriations for maintaining the important investigations of the Coast and Geodetic Survey and of the Weather Bureau in Meteorology; and for the great scientific work of the Naval Observatory, and of the various scientific divisions of the Agricultural Department and of the Geological Survey. Our Government has been by no means inactive in science.

The principal American scientific associations, omitting those of comparatively recent origin, are the American Philosophical Society of Philadelphia, originally founded in 1744; the American Academy of Arts and Sciences at Boston; the Boston Society of Natural History; the Academy of Natural Sciences, and the Franklin Institute at Philadelphia, the latter founded in 1824 (see Journal, vol. I, pp. 71, 129); the New York Academy of Sciences (a continuation of the Lyceum of Natural History); the National Academy of Science at Washington, founded in 1863; and the American Association for the Advancement of Science. Of these the Philosophical Society has published 29 volumes of its transactions; the American Academy, 26 volumes of transactions and 9 quarto volumes of memoirs; the Boston Society of Natural History, 25 volumes, at a cost of about $600 per year; the Academy of Natural Science of Philadelphia, 48 volumes of proceedings and 12 quarto volumes of its Journal, at an average cost of about $1,000 per year; the Franklin Institute, 133 volumes of its Journal; the New York Academy and its predecessor, about 30 volumes of Transactions and Annals; the National Academy, 3 quarto volumes of Memoirs and some volumes of proceedings; and the American Association for the Advancement of Science, about 40 volumes of proceedings.

The latter society had in 1891 a "Research Fund" of $5,254. (Proceedings 1891, p. 441.) None of the other societies, so far as I can find, has any fund specially devoted to research or makes any specific appropriations therefor. The National Academy and the Academy of Philadelphia have each some funds for their support, and the latter also the Jessup fund for students in science on which the income is about $550 yearly. The Philosophical Society from time to time awards the prize established by John Hyacinth de Magellan in 1786, an oval gold plate, "for the most useful discovery or invention in navigation or science." One of the earliest awards of this prize was for painting lightning rods with black lead.

The American Academy of Arts and Sciences awards a gold and silver medal from a bequest of $5,000, made to it by Count Rumford, who in 1796 made a similar bequest to the Royal Society. In 1888 this prize was most worthily awarded to Prof. Michelson, for his researches in light.[1]

The Boston Society of Natural History has a general fund, of which, the income is about $6,000. It has also a small Walker prize fund and a grand prize fund, from which in 1884 it awarded a grand prize of $1,000 to James Hall, of Albany, "for his distinguished services to science." It also administers the expenditure of about $2,700 a year for instruction in laboratory work drawn from the Boston University and $1,500 from the Lowell fund for the instruction of teachers.[2]

From this comparison of the voluntary associations it appears that the property, endowed funds, and equipment of the English societies named are nearly tenfold greater than the American, and their publications double; while for direct original research our societies maintain no laboratories and no professors, as is done by the Royal Institution. The English societies distribute yearly from $25,000 to $30,000 for from sixty to seventy-five different scientific purposes, while ours make no such appropriations simply because they have no funds. To supply this deficiency there is need of large endowements.

Need of a publication fund.—The publications of our societies are valuable; the papers have often been of a high character, rivaling those published abroad. But the funds available for publication are insufficient; it is always a question of means. There is a press and surplus of valuable scientific matter, which either is not printed at all or only gets printed by special subscriptions for the purpose. This ought not to be. After valuable original matter has been produced with great pains and without hope of pecuniary reward, nothing is more discouraging to future research than that even publication can only be had as a charity. This I know, from repeated personal applications, is the condition of things in New York at this moment. It is not creditable that in a State and country like ours there should be practically nowhere any adequate provision for even the publication of the researches of those who work for nothing but their love of science and its progress. There is very great need of a considerable publication fund, in the hands of some scientific body, through which every valuable contribution to science, not otherwise provided for, might be ensured a speedy publication, after it had been found worthy, as in the practice of the Linnæan Society, first by a critical expert in the particular department, and then by the Council of Publication.[1]

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[1] President Lovering's address, Proc., vol. 24, p. 380.

[2] Proceedings, vol. 24, p. 14.

The stimulus, moreover, to scientific research that would be imparted by the distribution of comparatively small sums, such as are given by the Royal Society and by the British Association, would also be very great; nor is there any reason why the founding of professorships for the express purpose of prosecuting original research in our scientific societies, after the model of the Royal Institution, should not in time be followed by results equally brilliant and equally beneficial to mankind.

I have endeavored to point out three main directions in which there is urgent need in this country of pecuniary endowments.

(1) In the relief of professors during the transition of the colleges from the schoolmaster system to the university system, whereby all professors in science shall become actively enlisted in the prosecution of original discovery as a part of their duties.

(2) In providing for the future recruits in science, by more endowments for post-graduate study.

(3) By endowments of our scientific associations, both directly to promote original research and especially also to supply larger means of publication. * * *

Our reliance in this country must be mainly upon private endowments and an intelligent appreciation of the needs of science. The National Government has done, and is doing, much in certain directions. But aside from the dispositions of legislators, it is restricted by the provisions of the Federal Constitution, and by debated questions of constitutional right. State aid is not thus hampered; but state aid is difficult to obtain, to any adequate degree, on account of the previous habits, prejudices, and political training of the people. No doubt this ought not so to be. The state of New York ought, abstractly considered, to maintain one university of the first class equal in every department to any in the world. But the multiplication of institutions already existing, local jealousies, and aversion to state taxation, make this now probably impracticable.

The remedy is with the people, and through their own voluntary methods. It is the people who have made our Government, its institutions, its methods, and the great aggregate, whatsoever it is, such as we see it to-day. Wealth is rapidly accumulating; much of it in the hands of those who, springing from the people, bear the love of the community in their hearts; and when they and the people at large shall come to see that the cause of scientific advance and the discovery of all new truth are in the deepest sense their cause, responses will, I believe, come to every urgent need; until the work of the people, by its own methods, shall, even in science, be able to confront, without shame, the best work of the monarchies of the Old World.

Address of Prof. H. Carrington Bolton on A Plea for a Library of Science in New York City.

In science, as in other departments of modern thought and research, progress moves along two distinct lines apparently antagonistic, but, as may be easily shown, they are mutually helpful; these are a tendency to specialization and a growth in generalization. As each department of physical and natural science develops with prodigious rapidity, and becomes too comprehensive for the grasp of an individual mind, it becomes subdivided into branches dealing with a limited range of subjects, and, as these subdivisions continue to grow, further specialization necessarily ensues. This is a familiar truth, requiring no illustration beyond reference to the existence of seven independent societies in this Alliance, the younger members of which are limited to single branches of research. Parallel with this development of specialization, there is marked progress in the direction of coördination and interdependence. Even in the departments of investigation seemingly far removed from each other, how frequently discoveries and inventions unexpectedly open up common features. A chemist aided by a physicist, examining in a darkened room the flame-colors of terrestrial substances, suddenly hand over to the astronomer an instrument of precision surpassing the combined powers of the telescope and the microscope in revealing the secrets of celestial bodies. A solar-physicist, directing his sensitive bolometer to the radiant energy proceeding from a tiny insect, presents to the biologist new and remarkable facts otherwise unattainable. What two sciences seemed less likely to be linked for a man's benefit than acoustics and electricity? To what realm of nature is the microscope limited? To further multiply illustrations is needless; a moment's reflection shows theoretical points of contact between every one of the exact sciences which are realized in practical applications resulting from their coördination.

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[1] Pres. Carruthers, Proceedings, May, 1890, p. 39.

This linking of specialization and generalization finds its highest exemplification in a library, particularly in one consecrated to pure and applied science. One of the objects sought by the promoters of this alliance of the principal scientific societies of New York city is the assembling under one roof of their scattered collections of books. This does not mean amalgamation in any degree, nor even confederation; this is practically impossible, for several of the societies are incorporated and can not surrender rights in their property. The plan, as I understand it, leaves to each society complete control of its own liberty, and merely provides for coöperation, each supplementing that which is lacking in the others. Before considering the advantages which would certainly follow such affiliation, let us briefly note the statistics of each society, considering them in order of their foundation.

(1) The New York Academy of Sciences, founded in 1817, has a library of nearly 10,000 volumes and bound pamphlets, temporarily deposited in the library building of Columbia College, by courtesy of the trustees. It is not amalgamated with the great library of the college, having separate rooms and an independent catalogue. The collection is almost exclusively scientific, and is valuable for its sets of Transactions of learned societies throughout the world, obtained by exchange for the publications of the Academy. Many of these early serials are not found elsewhere in the city, and some nowhere in the United States.

The library is, of course, free to members under the by-laws, and to readers in the college library by special arrangement. The library is in very good condition, which, however, would be improved by expending a few hundred dollars in binding. The Academy was so unfortunate as to lose its collections in natural history by fire in 1866, but the library was stored elsewhere, and has now reached the respectable age of 75 years, being the fifth in order of foundation in New York city.

(2) The Torrey Botanical Club, founded in 1871, has no independent library, its collection being incorporated with the library of Columbia College. The University Bulletin for July, 1892, records the securing of a fund of $1,000 for the purchase of books for the Botanical Library, a fund contributed by ten persons. While this is creditable it shows how pressing the need is for botanical literature, and the club might perhaps be persuaded to administer a much larger sum.

(3) The New York Microscopical Society, founded in 1877, is incorporated under the state laws. It has a library of about 1,500 volumes, but it is at present difficult of access to members owing to cramped and inconvenient quarters; hence it is but little used.

(4) The Linnæan Society of New York, organized in 1878, not incorporated, has the nucleus of a library deposited in the American Museum of Natural History, Central Park.

The collection consists chiefly of serials obtained by exchange, and of Government publications.

(5) The New York Mineralogical Club, organized in 1877, not incorporated, has no library. It owns, however, the B. B. Chamberlain Collection of New York Island Minerals, and other local specimens deposited in the American Museum of Natural History.

(6) The New York Mathematical Society, organized in 1888, not incorporated, owns a collection of about 300 volumes, now temporarily deposited in the mathematical department of Columbia College.

(7) The New York section of the American Chemical Society is the youngest child in this family, having been organized in the spring of 1892. The parent society, however, was founded in 1878, and has accumulated a library of 1,900 volumes and 500 pamphlets, now deposited in the building of the University of the City of New York. It is, of course, open to members and those using the university library.

These collections, brought together under one roof, would form the nucleus of a valuable scientific library. The weakness of some is due to youth; all, however, reflect the struggle for existence that pure science has sustained in this commercial city. The advantages that would flow from affiliation are so obvious as to make rehearsal almost superfluous. First, however, is the advantage of economy in administration, and, by avoiding duplication, securing greater results with less expenditure. Secondly, uniformity in disposition of the books, and improvements in cataloguing. And be it noted that the utility of a library is in proportion to the perfection of its catalogue; other things being equal, a small collection being furnished with full author and subject catalogues is decidedly more valuable than a library of far greater magnitude which is incompletely catalogued. Such an assemblage of books, with the growth that would be stimulated by the new régime, would form the foundation of a great *bibliotheca scientiæ*, such as nowhere exists in our New World. Due appreciation of the creditable standing of several libraries in New York and vicinity is consistent with the statement that a scientific library is a great want. For general reference the Astor will long remain pre-eminent; Columbia College Library is growing rapidly, and its liberal regulations and fine appointments are a delight to scholars; the Lenox has a noble collection of treasures limited to a narrow field; the physicians, lawyers, and engineers are forming for themselves specialized collections of great value; the Free Circulating Library and many subscription libraries cater to the popular taste; but where shall investigators in the exact sciences go with an assurance of finding all desirable treatises, serials and special monographs?

Another advantage of affiliation must be briefly noted. One of the best ways of building up a library symmetrically is to place the selection of books in the hands of workers in the several branches of knowledge. This is recognized in some colleges, where each member of the faculty compiles lists of works needed in his special field. In the associated libraries each society would naturally foster its immediate interests, and lacunæ could be filled by the care of the librarian in chief.

It is, perhaps, premature to consider the question of organization of the Library of the Scientific Alliance, but I would suggest that at first the librarians of the several societies might form a board and by frequent consultation secure uniformity in methods. Later in the development of the library a librarian-in-chief might be appointed to have general oversight of the whole, especially to see that gaps in the literature of science, not filled by the societies themselves, be closed by purchase, For, of course, the library of the Scientific Alliance must have an endowment, and one worthy of this great metropolis.

The benefits that a library of pure and applied science would confer on the city are manifold. It would become the headquarters of those engaged in pure research, as well as of inventors and others seeking data as to the applications of science. To patent lawyers such a library would be invaluable. If the alliance be successful in securing a convenient site and a building of sufficient magnitude, I suggest further that rooms of moderate dimensions be provided for rental to private collectors of books for their personal treasures. Many persons of moderate means find the question of shelf-room a more troublesome one than the acquisition of books, and buy more sparingly for this very reason. They would be glad, however, to place their collections in a fireproof building contiguous to kindred or supplemental collections, and, maintaining their control of their private libraries, would willingly grant to scholars access to the same for consultation and serious research. Such temporary deposits might eventually become the property of the alliance, either by gift or testamentary bequest.

The alliance is moreover likely to add to its membership other societies pursuing special branches of science, and this growth must be anticipated in planning for the future.

The associated libraries of the Scientific Alliance, gathered in a suitable building furnished with committee rooms, lecture-hall, etc., would form for those engaged in scientific research a sort of exchange. Commercial and financial enterprises have established produce exchanges, metal exchanges, stock exchanges, and the like, and why should not science have its own exchange? Though the commercial aspect is far removed from the thoughts of those advocating this alliance, I see no reason why the building sheltering the libraries should not be headquarters for those seeking advice from scientific men on industrial problems.

Comparisons are said to be odious; therefore I refrain from pointing out how much behindhand New York City is compared with Boston, Philadelphia, and San Francisco in the matter of accommodation for scientists.

To ascertain the status of science in the existing libraries of New York and vicinity, I sent to sixty-eight of the principal libraries and institutions of learning circulars making inquiry as to the number of volumes in each, the proportion of scientific works, and the number of scientific readers using the library. With few exceptions replies were received with gratifying promptness and accuracy. Eight libraries have not been heard from. The statistics obtained are embodied in the appendix to this paper, and we give here but a brief summary.

The sixty libraries reporting have an aggregate of 1,916,000 volumes. There are fifteen libraries of over 40,000 volumes each. The proportion of scientific books varies from 5 per cent to 100 per cent, according to the scope and aim of the institution. In the larger libraries of reference the proportion runs from one-quarter to one-twentieth. As the term science is differently interpreted by librarians, some restricting it to pure science and others embracing the applications, biography of scientific men, and the useful arts, no attempt has been made to estimate the total number of volumes that are properly classed as scientific. As but few libraries report the number of scientific readers, this item remains practically undetermined.

In one class of institutions a great weakness was developed by this inquiry; with a single exception medical colleges report "no library." Surely in no other course of study is a knowledge of literature of the subject deemed superfluous. The exception referred to is the Woman's Medical College of the New York Infirmary, which has a collection of 556 volumes, forming a small reference library for the students. This was founded in 1887 by the liberality of Sarah M. Hitchcock, and is growing annually by subscriptions and donations. * * *

Statistics of libraries in New York City and vicinity, with special reference to science.

NOTE.—The libraries are arranged in order of foundation under the respective cities: New York, Brooklyn, Hoboken, Jersey City. Clubs are not included, being essentially private libraries. Additional details of the special collections in several of the libraries will be found in bibliographical contributions of Harvard College, No. 45. Notes on special collections in American libraries, by William Coolidge Lane and Charles Knowles Bolton, Cambridge, Mass. 1892.

Name of library.	Librarian.	Date of foundation, organization, or incorporation.	Location.	Approximate number of volumes.	Proportion of scientific books.	Proportion of scientific readers.	Remarks.
New York Society Library	W. S. Butler	[a]1700	67 University Place	90,000	About one-seventh	About one-twelfth.	
Columbia College Library	George H. Baker	1754		150,000	About 25,000, say one-sixth.	No data	Is rapidly growing; is open for readers from 9 a. m. to 11 p. m., daily.
Library of the New York Hospital.	Frank P. Foster	1796	6 West Sixteenth street	20,000	Nearly all medical	No data.	
New York Historical Society Library.	Charles Isham	1802	170 Second avenue	85,000	Comparatively few	None	The collection relates to American history only.
Library of New York Academy of Sciences.	James F. Kemp	1817	Deposited temporarily in Columbia College library building.	10,000	Almost all, say 95 per cent.	Undetermined; is open to all readers of the college library.	Valuable for its sets of transactions of learned societies throughout the world, obtained by exchange.
Free Library of the General Society of Mechanics and Tradesmen of the City of New York.	Jacob Schwartz	1820	18 East Sixteenth street	95,000	About 6,000 volumes, or one-sixteenth.	No data.	
Mercantile Library	W. T. Peoples	1820	Astor Place	[b]240,561	About 10 per cent	Circulation of scientific books about 5 per cent of the whole.	A subscription library, founded for the benefit of merchants' clerks.
Library of the New York Law Institute.	William H. Winters	1828	Post-office building	39,500	Exclusively law and works of reference.		
Library of the American Institute.	John W. Chambers	1833	111-115 West Thirty-eighth street.	13,581	Over two-thirds	Members of the Institute; strangers welcome to consult the library.	The library was first formed as a statistical library; it contains complete sets of the most important scientific works in English. For the past ten years the purchased books are exclusively scientific.
Astor Library	Frederick Saunders	1849	40 Lafayette Place	[c]240,000			
Library of the American Geographical Society.	George C. Hurlbut	1852	41 West Twenty-ninth street.	24,000	One in seven	No data	The real growth of the library dates from 1870.
Library of the College of the City of New York.	H. E. Bliss	1852	Corner Lexington avenue and Twenty-third street.	26,800	About 5,000 volumes, say one-fifth.	Used by 47 instructors and 1,200 students.	New arrangement in progress.

Library of the Young Men's Christian Association.	R. B. Poole	1852	52 East Twenty-third street.	40,000	About one-twentieth	About one-twentieth.	
Library of the Cooper Union for the Advancement of Science and Art.	J. C. Zachos	1857	Fourth avenue and Eighth street.	31,873	About 3,000, say one-tenth.	Has a daily average attendance of 1,500 readers. The complete set of the reports of the Patent Office was examined by 919 readers in 1891.	The reading room was visited by over 400,000 persons in the year 1891.
Library of the American Numismatic and Archæological Society.	Bauman L. Belden	1858	17 West Forty-third street Academy of Medicine Building.	[d]1,200	About five-sixths	Used by the members of the society, 140.	Probably the largest numismatic library in the country.
Maimonides Library	Max Cohen	1858	203 East Fifty-seventh street.	40,000	About 2,600 scientific books.	The circulation of science is about 5 per cent of the total.	
Mott Memorial Library and Library of the New York State Medical Association.	J. W. S. Gouley	1867	64 Madison avenue	[e]13,000	Almost wholly medical and scientific.	764 readers in 1891, chiefly physicians.	The Mott Memorial Library and the Library of the New York State Medical Association are under one roof and free to all for reference.
Library of the American Society of Civil Engineers.	F. Collingwood	1868	127 East Twenty-third street.	[f]15,000	Seven-eighths	Almost wholly	The library was founded through a donation of the late Wm. G. Arthur; it is practically free, being open to all interested in engineering.
Library of the College of Pharmacy of the City of New York.	Charles Rice	([g])	209-211 East Twenty-third street.	[h]4,000	Almost exclusively scientific.	Besides members of the college, about 400 persons per annum.	The library is rich in pharmacy, botany, chemistry, and materia medica, containing some works not found elsewhere in New York.
Washington Heights Free Library.	Edward Griffin	1868	Corner of One hundred and fifty-sixth street and Amsterdam avenue.	8,328	200 volumes or more	500 readers per annum.	
Lenox Library	Wilberforce Eames	1870	Fifth avenue, between Seventieth and Seventy-first streets.	70,000		No data	The Lenox Library consists of several special collections on literary and antiquarian subjects. The R. L. Stuart Collection of angling literature includes some works of ichthyology; the Drexel Musical Collection contains works on acoustics. Besides these there are no books on natural science.

[a] As the city library.
[b] July 1, 1892.
[c] Also 100,000 pamphlets.
[d] Also 4,000 pamphlets and unbound volumes.
[e] Also 5,000 pamphlets.
[f] Including pamphlets.
[g] No definite date; the library has grown systematically since 1868.
[h] Also 600 pamphlets.

Name of library.	Librarian.	Date of foundation, organization, or incorporation.	Location.	Approximate number of volumes.	Proportion of scientific books.	Proportion of scientific readers.	Remarks.
Library of the New York Genealogical and Biographical Society.	G. H. Van Wagenen ..	1870	23 West Forty-fourth street.	2,500	Wholly genealogical and biographical.	No data.	
Library of the Young Woman's Christian Association.	Sarah W. Cattell......	1870	East Fifteenth street.	19,000	About 400 volume.....	Very few. In 1891, of a circulation of 44,577 volumes, only 432 were on science.	
Library of the Association of the Bar of the City of New York.	William J. C. Berry...	1870	West Twenty-ninth street.	40,000	Exclusively law books and books of reference.		
Library of the Torrey Botanical Club.	Effie A. Southworth ..	1871	(a)				
Library of the New York Academy of Medicine.	John S. Browne......	b1874	17-21 West Forty-third street.	45,000	About 1,000, not strictly medical.	About 7,000 readers yearly.	The library ranks third in size of the medical libraries of the United States.
Library of the University of the City of New York.	L. J. Thompkins......	1875	Washington square...	18,000	About 3,000 volumes science, say one-sixth.	Scientific students....	Reading room is open from 9 a. m. to 9:30 p. m., and is free to all who will comply with the rules.
Equitable Law Library....	Thomas Campbell....	1876	120 Broadway	13,500	Wholly on law.		
Library of the New York Microscopical Society.	Ludwig Riederer.....	1877	64 Madison avenue ...	1,500	Wholly scientific.....	Undetermined........	Difficult of access owing to small quarters; hence little used.
Library of the New York Section of the American Chemical Society.	C. E. Munsell.........	c1892	Deposited in the Library of the University of the City of New York.	d1,900	About 95 per cent scientific.	About 50 readers per annum. Open to those using the University Library.	
Library of the Linnæan Society of New York.	Arthur H. Howell....	1878	American Museum of Natural History, Central Park.	Not reported.	....	....	Consists of exchanges and Government publications.
Library of the American Museum of Natural History.	Anthony Woodward..	1880	Manhattan square, Eighth avenue and Seventy-seventh street.	e25,000	95 per cent............	No data...............	The library embraces the following collections (donated or purchased): The Jay Collection on Conchology; the Brevoort Collection on Ichthyology; D. G. Elliot Collection on Ornithology; S. L. Elliot Collection on General Science; the Edwards Collection on Entomology;

							the Whitfield Collection on Palæontology; the Cotheal Collection on Botany and Microscopy.
The New York Free Circulating Library.	Ellen M. Coe	1880	49 Bond street, with 3 branches.	60,000	About 8,000 volumes, say 7 per cent.	About 7 per cent	The scientific books are chiefly popular and elementary; the reading of science is greatly increasing.
Aquilar Free Library	Pauline Leipziger	1886	197 East Broadway *f*	18,000	497	5 per cent.	
Library of the Young Men's Christian Association, Railroad Branch.	W. F. Stevens	1887	361 Madison avenue	6,000	About 4 per cent	About 150	Rich in railroad literature, which is not included in the answer to (4).
Library of the New York Mathematical Society.	D. A. Murray	1888	Mathematical Department of Columbia College.	300	All scientific, say 100 per cent.	No data.	
Library of the Woman's Medical College of the New York Infirmary.	Ellen K. Leute	1887	321 East Fifteenth street.	556	All medical		Founded by Sarah M. Hitchcock.
The Benjamin and Townsend Library.	F. E. Falkenberg	1888	First avenue, between Twenty-sixth and Twenty-seventh streets, on Bellevue Hospital Grounds.	2,000	20 volumes	2	
College Settlement Library	Amy P. Hall	1889	95 Rivington street	2,000			The library is used mostly by children in uneducated families, and the books mostly read are histories, biographies, and fiction. The proportion of scientific works is small, and they are chiefly elementary.
Library of the American Society of Mechanical Engineers.	E. C. Griffin	1890	12 West Thirty-first street.	4,000	All scientific	Wholly scientific	The library is free to the public, but no books can be removed from the building.
Library of the American Institute of Electrical Engineers.	Ralph W. Pope	1890	do				The library occupies space jointly with that of the American Society of Mechanical Engineers.
BROOKLYN LIBRARIES.							
Library of the Brooklyn Institute of Arts and Sciences.	Franklin W. Hooper	1823	Fulton and Bond streets.	13,500	4,200—say one-third.	1,200 readers	Special collections of value: 600 works on entomology; 1,100 geographical publications.
The Law Library in Brooklyn and The Law Library of the Second Judicial District.	S. C. Betts	1850	County Court-house	14,000	Wholly on law.		
Library of the Young Men's Christian Association	S. H. Berry	1854	502 Fulton street	12,000	580 volumes.		

a Incorporated with the Botanical Library of Columbia College.
b The Academy was instituted in 1847.
c Parent society founded 1878 and incorporated.
d Also 500 pamphlets.
e Also 10,000 pamphlets.
f Has two branches, 721 Lexington avenue and 624 East Fifth street.

Statistics of libraries in New York City and vicinity, with special reference to science—Continued.

Name of library.	Librarian.	Date of foundation, organization, or incorporation.	Location.	Approximate number of volumes.	Proportion of scientific books.	Proportion of scientific readers.	Remarks.
BROOKLYN LIBRARIES—continued.							
Brooklyn Library	W. A. Bardwell	1857	107 Montague street, Brooklyn Heights.	115,000	About 17,000 volumes—say one-seventh.	No data	
Library of the Long Island Historical Society.	Emma Toedteberg	1863	Corner Pierrepont and Clinton streets, Brooklyn.	47,000	Very small	Almost none	The library is especially devoted to local history and genealogy.
Library of the Adelphi Academy.	Mabel A. Farr	1869	Clifton Place, Brooklyn.	3,000	About one-twentieth	About 20	Confined to instructors and pupils of the academy, 170 in number.
Library of the Medical Society of Kings County.	William Browning	1874	356 Bridge street, Brooklyn.	5,500	Wholly on medicine and allied sciences.	Members of the society, 500.	Public and free for consultation. A new building is in progress. The Hoagland Laboratory library complements medically the above, and is free to members by card.
Free Lending Library of the Union for Christian Work.	Fanny Hull	1882	67-69 Schermerhorn street.	22,000	2,306 volumes	150 scientific readers	
Library of the Pratt Institute.	M. W. Plummer	1888	215 Ryerson street, Brooklyn.	35,000	About one-seventeenth, not including useful arts and biography.	No data	
Library of the Hoagland Laboratory.	George T. Kemp	1888	Corner Pacific and Henry streets.	1,544	100 per cent		The library is rich in foreign serials on bacteriology, pathology, histology, physiology, and experimental therapeutics.
HOBOKEN LIBRARIES.							
Library of the Steven's Institute of Technology.	A. Riesenberger	1871	Corner Hudson and Fifth streets, Hoboken.	7,500	Exclusively scientific.	Consulted by alumni and undergraduates—say 600 persons.	
Free Public Library, Hoboken, N. J.	Thomas F. Hatfield	1890	Second National Bank Building.	7,343	540 volumes—say one-thirteenth.	No data	
JERSEY CITY LIBRARIES.							
Free Public Library, Jersey City, N. J.	George Watson Cole	1889	Corner Washington and York streets.	25,312	1,405—say one eighteenth.	Out of a circulation of 294,796 volumes, 7,417 were scientific.	Books on electricity and engineering are more largely called for than other branches of science.

XI. TEACHERS.

The Patterson (New Jersey) plan of raising the standard of the teaching force.—The school board of Paterson (Nicholas Murray Butler, president) adopted, September 16, 1892, the following report presented by their committee of education:

The committee on education have given careful consideration to the improvement of the efficiency of the present teaching force; since it is obvious that no course of study, however excellent, no new text books, however approved, and no new methods of teaching, however justified, can of themselves, and apart from intelligent teaching, raise the standard of the public school. It is obvious that any just plan of distinguishing between the many teachers who are efficient, and the few who are wholly or in part inefficient, must be general and impersonal, and must be carried out without either favor or prejudice. We have agreed upon such a plan and present it herewith to the commissioners with the recommendation that it be adopted, and the superintendent directed to carry it into effect at once:

The certificates of all principals and teachers, having been issued to hold good during the pleasure of the commissioners of public instruction, to be terminated on June 30, 1893.

Meanwhile the principals and teachers are to be classified as below stated, the basis of the classification being: First, the records of the past three years now on file in the office of the superintendent, and secondly, a special report to be prepared for the purpose and completed by December 1, 1892. The teachers are to be reported on by the several principals and the superintendent; the principals are to be reported on by the superintendent alone.

(A) Those who are satisfactory, both as to scholarship and as to power of discipline, management, and teaching efficiency. The certificates of all principals and teachers in Class A to be renewed without further formality from July 1, 1893.

(B) Those whose scholarship is unsatisfactory. The certificates of all principals and teachers in Class B to be renewed from September 1, 1893, only in the case of those who pass a satisfactory examination, said examination to be held between July 1 and September 1, 1893.

(C) Those whose power of discipline and management is unsatisfactory and who are lacking in general efficiency. The certificates of all principals and teachers in Class C to be renewed from September 1, 1893, only in the case of those who give evidence satisfactory to the superintendent during the present school year, of their ability and willingness to make good their deficiencies.

(D) Those who are unsatisfactory both as scholarship and as to power of discipline, management, and general teaching efficiency. The certificates of all principals and teachers in Class D will not be renewed.

Grading salaries according to success in teaching.—Supt. O. M. Brands, of Paterson, N. J.: Salaries are graded (in Paterson) after a period of probation, according to success in teaching. The question here arises, what shall become of such teachers as fail to obtain a recommendation—whose efficiency and success will not warrant conscientious approval? It is true that the salary of such teacher would remain at the minimum—would not be increased; but if some teachers are indeed so inefficient, so unsuccessful, as not to merit the increase of salary thus provided, will their services to the school be more effective, more valuable, at the minimum salary? Would not the service of any such be dear at any price, no matter how small? In short, would their services be desirable at all in positions in which they are unsuccessful? To the latter question the emphatic "No" must be accepted as the correct answer. Somebody disposes of the main question in the following words: "Grading salaries according to success in teaching is usually a failure, and boards of education should thoroughly understand what they are doing before undertaking the experiment. Either a teacher is or is not qualified to teach. Of course not all have equal abilities; this can not be expected; but all teachers must eat and be clothed; the best as well as the poorest. If it is found after sufficient time that any teacher is indifferent in teaching, and inferior in government, let him (or her) be dropped and another put in his place; but if he is retained it would seem to be reasonable that he should have as good pay as others who have taught as long as he. Teaching ability can not be improved by cutting down salaries. It should be either encouragement and improvement or dismissal."

Wherein the strength of great teachers lay.—The Christian Union: Teachers of all kinds whether with the voice, the pen, or the platform, or in the press, are peculiarly exposed to two perils; a tendency to routine and to loss of interest and enthusiasm. The fight which a teacher is compelled to wage against the influence of his surroundings and his profession, is a fight for life; for that which he loves when he parts with his vitality and becomes the victim of routine is life. The great teachers have not, as a rule, been men of the very highest scholarship. Their scholarship has been adequate, but their strength has lain, in a certain quality, difficult to define, but as diffusive as the atmosphere, and passing in a vital current from teacher to pupil. Thomas Arnold in England, and Mark Hopkins in America, although both men of eminent intellectual attainments, derived their strength as teachers from this personal quality. That which they gave primarily and distinctively, was not information, but life. Intellectual life is begotten, not by scholarship, but by life. The supreme quality, therefore, in any teacher, is this life-giving quality, this power, not only of imparting information and giving instruction, but of conveying that vital impulse which clothes the dead fact with the color and quality of life. It is the absence or loss of this quality which condemns many teachers to a cheerless, arid, routine life, without inspiration for their pupils and without satisfaction to themselves. A teacher needs constant contact with large inspiring ideas to offset the pressure of details.

Special schools of pedagogy not required.—The Nation: Among the professional schools which Chicago hopes to establish, we find not only schools of law, medicine, fine arts, and engineering, but also a "school of pedagogys." There are precedents for the institution of such a school, but we are nevertheless of the opinion that it is unnecessary. In no scheme for training teachers is the intending pedagogue taught simply how to teach; he is taught things to teach as well. But the things he is to teach are best taught him in the regular university courses. Give such a student free access to the courses in philosophy, philology, literature, history, political science, mathematics, and natural science, and all that he can ask from the university in addition is instruction in the history and theory of teaching. For this purpose proper courses in pedagogics are sufficient; a special professional school is not required.

Slight confidence in pedagogy.—President Eliot, of Harvard University: The faculty (of Harvard) in common with most teachers in England and the United States, feel but slight interest or confidence in what is ordinarily called pedagogy; but they believe that skillful teachers should be able to give some account of their methods for the benefit of those who are beginning to teach; or, in other words, that experienced teachers can advantageously convey to beginners some of the results of their experience. The faculty believe, however, that this work, to be profitable, must be departmental; that the accomplished teacher of Latin must show how to teach Latin; the accomplished teacher of chemistry, how to teach chemistry, and so forth; or, at least, that there must be separate teaching of the several methods applicable in the principal groups of subjects—languages, history, science, and mathematics.

XII. TOWNSHIP SYSTEM.

Results in New Hampshire.—Since 1885 the average annual length of the schools of New Hampshire has increased nineteen days, or about one month. This increase is attributed by State Superintendent Patterson to the introduction of the town system.

There seems to be no question, says Mr. Patterson,[1] that this system, "adopted five years since, is greatly superior to that which it supplanted. In some instances it resulted at first in temporary personal inconveniences, but these are gradually being adjusted and a disposition to acquiesce in what seems for the public good is now prevalent. Of course it is too early to expect complete unanimity, but it is a source of great satisfaction that the superior merits of the system have been so generally recognized, and that the period of doubt and controversy has passed so that we may at last unite in developing all the possibilities for improvement which the system affords. That there would be differences of opinion and heated discussion during the transition from the old to the new system was anticipated and inevitable. Changes of custom or policy always encounter such opposition. Besides, there was something to be said on both sides, and your superintendent, fully aware of the personal labor and misunderstanding it would occasion, gave himself reluctantly to the advocacy and defense of the change only when convinced that it was his duty to do so in view of the advantages it would bring to the State. A perusal of the reports for three or four years previous to 1885 will show that the measure was not entered upon without much reflection and a thorough canvassing of the whole subject. Never for a moment have I doubted the wisdom of this law or of its ultimate success, for if we can gain time for prejudice and partisanship to subside the majority will usually support the right."

Maine.[2]—For more than twenty years the law has given to the towns of Maine the power to reform their school systems by the abolition of school districts.

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[1] New Hampshire School Report, 1890-'91, pp. 266-268.

[2] In the Maine School Reports 1890, pp. 15-36, Supt. Luce makes an able and exhaustive argument in favor of the immediate compulsory abolishment of all school districts. In the appendix of the same report, pp. 103-108, Principal A. F. Richardson, of the Castine Normal school, has a paper on the same subject

Yet with all the discussion that has been had in relation thereto, and with all the efforts put forth by those who have recognized the pressing need of such reform, up to 1890, only 127 out of 502 towns had adopted the town system, or organized without district divisions. In 1891 the number had increased to 142.

The experience of the towns which have adopted the town system, Supt. Luce says, "is in line with that of Massachusetts and New Hampshire. Freed from the [district] system and its attendant ills, their schools have begun at once to move up to a higher efficiency. Indeed, so marked and immediate is the change for the better, that in twenty years in this State but four towns having completed the process of abolition, have ever returned to the old way of school management."

Supt. Luce is very emphatic in his declaration that the town system is adopted to all localities and classes of schools. "While many persons," says he, "hold to the theory that the unit or town system of school management is a good thing for the schools in some towns but not in all, that for purely rural and sparsely settled towns the district system is preferable, yet such theory is not backed by actual experience. There is no class of towns in the State that have not their like among the 142 towns whose schools are now managed under the town system; and among these towns there is not one, how rural and sparsely settled soever it may be, whose schools are not on the whole better and in the way of more rapid improvement than those in similar towns still adhering to the district system."[1]

In New York.[2]—For many years there has been a continued effort to present the advantages of the township system of schools to the attention of the people of the State. State Supt. Gilmour in 1877 recommended an immediate change from the district to the township system. Strong opposition developed to a change so radical, and the same superintendent in 1880 proposed as an alternative a gradual change, making the adoption of the township system optional with the towns. Increased attention has been manifested in the subject during late years, which is due in a great degree to the thorough discussion and unanimous action of the New York State Association of School Commissioners and Superintendents.

A bill was introduced into the legislature in 1890 and was referred to the committee on public education, where it was allowed to remain rather than incur defeat through a misunderstanding of its provisions.

State Supt. Draper gives his views as follows: "I have no hesitation in saying that it is my belief that if the township system of schools were once in operation it would greatly promote the efficiency, as it would more equitably distribute the cost of our rural schools. Whether the change would not overthrow existing relations and conditions, in other respects, to an extent which will render it impracticable of attainment is open to doubt. It is a subject of much importance, which is earnestly advocated by the best friends of the school system, and I bespeak for it the most thoughtful consideration of the legislature."

South Dakota divided.[3]—The schools of South Dakota were originally organized upon the district plan. "In 1883 the township plan was adopted, and nearly all the counties came under its provisions. There were some so strongly wedded to the old system that they were excepted from the provisions of the law requiring the township to be the unit of school affairs. Thus was inaugurated for the Territory a double-headed system which continues to-day in this State. In 1887 the law was materially modified and the tendency of this law was toward the district system, but yet retaining the township organization. The bill for this act was one containing many new ideas looking toward the harmonizing of all the educational work of the Territory and reducing it to a very thorough system, but, like all compromises, it was weak in some points, and the alterations made by the legislature before it finally passed rendered it less complete and harmonious than in its original form. This is the present law of the State, and while it has some excellent features it needs modification in important particulars. This law has been known as a township law and all its faults have been charged up to the township system of organization. Upon this, opponents of the township system have based their arguments for a return to the district plan. There are now eleven counties in the State operating under the old district law and forty organized under the law of 1887. At the session of the legislature last winter, a bill was introduced for an act to establish a pure township system throughout the State. The bill was violently opposed by members of the legislature from the counties under the district system and others dissatisfied with the present law, who believed its faults inherent in any township system. A prolonged and acrimonious contest was the result and in the end no legislation was obtained."

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[1] Maine School Report, 1891, pp. 12, 13.

[2] 38 New York Report (1890–91), XXI–XXIV.

[3] South Dakota School Report, 1890, 51, 52.

Points in favor of the township system.[1]—The following, which may be said to sum up and epitomize the advantages of the township system of schools, was submitted at a meeting of the New York Association of School Commissioners and Superintendents (Batavia, January 14, 1891):

"1. The affairs of all school districts would be managed with business system, an advantage which now attaches to union free school districts, where a school board has charge of the district, holding regular meetings and having an oversight over school interests.

"2. Equalization of school taxes in towns. The inequality now prevalent would be removed, where one district pays $10 to $20 per capita for school privileges—no better than given in an adjoining district for $5 per capita.

"3. A more efficient, intelligent, and progressive class of school officers. Parsimony and extravagance would alike be controlled. As a rule boards of education are composed of the leading men of the community.

"4. All the inhabitants of a town would receive equal educational advantages at equal rates.

"5. It would guarantee to all communities the school privileges now enjoyed by residents of union free school districts.

"6. Fewer and larger schools, better wages, better teachers. Weak districts would be annexed to others.

"7. More and better supervision by school commissioners and boards of directors.

"8. It would add dignity and usefulness to the office of school commissioner, giving him less anxiety over petty details, and enabling him to supervise schools more systematically and intelligently.

"9. Better facilities for grading the country schools, and establishing a uniform and satisfactory course of study, having in view the entire school population of a town. Advanced or high schools could be established at convenient points, which every pupil of the town of requisite educational advancement would have the right to attend. The small schools would become a part of a perfected, harmonious, and efficient system, instead of straggling and struggling nonentities.

"10. Cheaper and better schools, lower taxes, longer terms for less money. The Michigan report for 1888, p. 6, refers to a town organized under the township system, where the average length of term was nine months, at an expense of $13.71 per capita, in comparison with a town retaining the district system where the average length of term was four and a half months, at an expense of $14.80 per capita.

"11. Uniformity of text-books would certainly be secured in every town. This would be very likely to extend to all the towns composing a commissioner district or a county.

"12. A more systematic and satisfactory method of making reports would be possible, guranteeing more reliable school statistics, thus closing the avenues now open in a hundred ways for imperfect and unreliable data.

"13. Greater dignity would attach to public education in the common schools of the State; public opinion would have greater respect for it, and public pride would be aroused.

"14. All troubles now encountered by trustees in making out or correcting tax lists would be abolished; the efforts of the collector to elude the taxpayer when fees are 1 per cent, and the hunt of the collector for the taxpayer when fees are 5 per cent, would entirely disappear.

"15. The question of district boundaries would no longer vex school commissioners or take their time. The matter would be entirely under the control of the school directors.

"16. Cheaper text-books would be possible. They could be purchased for all the schools of a town at greatly reduced rates. This would solve the vexed question of State publication of text-books by allowing each town to purchase its own books where they could be obtained to the best advantage.

"17. The present law in reference to compulsory education would be more generally and more easily enforced.

"18. It is the only system which will save the small country districts from extinction.

"19. More permanency in the teaching force of the State, a firm step toward making the teachers' profession permanent.

"20. As a result of the last point, a better and higher grade of teachers.

"21. Better facilities for instruction would be afforded in the way of apparatus, books of reference, etc., and more intelligent action would be taken in reference to the equipment, maintenance, and preservation of school district libraries.

"22. A general uplifting of educational sentiment throughout the State. With the township system, an enforceable compulsory education law, and provision for the professional training of teachers, our educational system would be placed twenty-five years in advance at one bound."

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[1] 38 New York Report, XXII.

XIII. VACATIONS.

Are school vacations too long?—Prof. Charles F. Thwing, in the North American Review: The thirteen weeks which represent the normal summer vacation in college and school are long, altogether too long for student and teacher. The college student suffers from so long a vacation through the loss of interest in his college work. Of course he forgets his learning; this is to be expected, even desired in certain respects; but, also and more, he becomes diverted. His attention is for a whole quarter of the year directed to pursuits other than scholarly. His attention is also distracted, divided among a score of objects frivolous, serious, wise, foolish. The influences which touch him cease to be academic, and become social and commercial. He enters into a life quite unlike his college life—which may itself be an advantage—but of this life he does not become a vital part, which is a disadvantage. The ordering of his days becomes a disorder. His discipline is broken. He feels himself to be on a vacation, and vacation is usually intellectual vacuity. If he is obliged, through parental command or through poverty, to take up regular work a larger part of the time, he should be grateful, and he finally will be. But if he is permitted to do whatever fancy leads him to, as he too frequently is permitted, he usually does nothing though trying to do a bit of everything—reading, writing, fishing, boating, and sharing in other diversions. The vacation becomes dissipation—moral, intellectual. Forces that are needed in college are not recruited. Hardihood, endurance, concentration, pluck, grit, are not nursed through so long a period of inactivity. Laziness is the direct result of summer listlessness. Recreation does not become recreation. The student thinks himself to be in the garden of the lotos, and eating the lotos does not make a vigorous brain. The daily newspaper is the strongest regular intellectual fare; the hardest writing he does is acceptance of invitations, and the severest physical work playing tennis.

Much in all these endeavors is admirable. If such a life the reading student could have for a month, it were well, but to stretch out these methods over at least three months is not so well. The proportions are bad. Resting is one thing, and a very good thing, but resting prolonged becomes rusty. Rusting eats the tool not used. Students, like tools, lose as much by August rest as by February wear. Let every student have all the rest, recreation, diversion, amusement required for keeping his forces in the finest condition; but he does not need one-quarter of a year. A healthy student, and such as I constantly have in mind, can get as much vigor out of two months as out of three. Eight weeks in the woods will give all necessary power quite as well as thirteen. Eight weeks in the dissipating and charming enjoyments of society are better than thirteen for his college arms. A short vacation is better for a tired and healthy man than more—than a long one spent in laborious diversions.

We are trying to find a way in which college men can begin their professional career before the age of 27. "Shortening the college course" is a bad method for securing this aim. The college course is none too long. Each student spends more than one year of his four years in vacations. He can not afford to spend so long a time. The college period is the only period of his life when he finds so long a period of rest necessary. For the young editor or merchant, minister or lawyer, thus to rest would prove professional suicide, or rather still-birth. By transferring five weeks from the vacation to the working period of the college and by a little extra work we might cut the college course to three years without a serious shortening of the time spent in study, and also without any depreciation of the worthiness of the course itself.

The evils of the long vacation are more conspicuous in the common schools than in college students. These pupils are of the common people. More of them have parents whose purses are small than parents whose bank accounts are large. They spend their summers at home.

They indulge in no outings more expensive or more prolonged than a visit to "Aunt Jane's" for a fortnight. They dwell in cities large and small, in villages large and small, and in rural desolations. But wherever they dwell, under ordinary conditions, the long vacation is no more recreative to jaded energy than a short vacation, and it is far more fraught with physical and ethical perils. Lawlessness is the general condition of boys in vacation. Every wharf and mill-pond becomes more dreadful to every parent. Apples and melons need a closer watch. They are more inclined to "read" in the summer than our college men, and are possibly less inclined to find their happiness in harmless pleasures. They become juvenile Bohemians. They return to their books the middle of September, not with an appetite whetted by proper abstinence, but with a distaste created by a barbarian life. Every teacher knows that at least a month is required to restore classes to as good a working condition as was theirs at the close of school in June.

CHAPTER XXX.

REPORT TO THE BRITISH MEDICAL ASSOCIATION AND CHARITY ORGANIZATION SOCIETY OF LONDON ON THE PHYSICAL AND MENTAL CONDITION OF 50,000 CHILDREN SEEN IN 106 SCHOOLS OF LONDON.[1]

By Dr. **FRANCIS WARNER**, F. R. C. P., London.

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Prospectus showing constitution of the International Committee.

PREFACE.

By **ARTHUR MACDONALD**, *Specialist in the Bureau.*

There are a large number of children who may be called feeble-minded, and who often become destitute or degraded, and for whom it is difficult to provide. They are not imbeciles nor idiots, but are dull or backward in their studies; and the causes of these conditions are for the most part physical. Their future is very uncertain. They may fall under the care of good people or more frequently become the inmates of charitable institutions, which if they leave, as they often do, they are liable to become injured or abused, and, if they are girls or young women, to fall into disgrace and ruin. How to prevent these unfortunate cases and protect the feeble-minded from distress and danger has been much considered and acted upon by a number of societies and associations in England. Their general conclusion is that "feeble-minded children should be separated from ordinary scholars in public elementary schools, in order that they may receive special instruction and that the attention of school authorities be particularly directed towards this object."

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[1] Forwarded to the United States Commissioner of Education by the International Committee on the mental and physical condition of children.

The following report of Dr. Warner is the first scientific investigation and the most important contribution to the study of abnormal children in public schools, and is now published for the first time by this Bureau.

In order to know the condition of the children in a school, Dr. Warner had two independent reports made upon each child, one by the teachers, visitors, or inspectors, the other by himself, being a scientific report, based upon observation of each child, both when standing still and when making some simple movements.

Dr. Warner says: "The children are best observed in a large and well-lighted room, placed in groups of about thirty or forty, so that the observer can examine each child individually. The eyes of the child can be fixed by holding up some object for it to look at, as a silver piece on the end of a pencil. The physiognomy of the individual features, the facial action and expression, eye movements, balance of head and body, etc., are quickly noted. The children are then asked to hold their hands out straight in front of them with the palms towards the floor. The position of the hand, etc., and as a further indication of the nerve system, their action and balance are noted. Then the palate is examined. In these stages of the inquiry children having any deviations from the normal standard are asked to wait with the teacher. The first investigation is thus completed, and the teacher is requested to present any case that he thinks abnormal among those that have not been selected. All children selected either by the examiner or teacher are retained, and the rest are sent to their classrooms.

Each selected case is now reëxamined, and a schedule, similar to that on page xxxi, is filled out. A tapemeasure is frequently used to take the horizontal circumference of the head. Occasionally some detailed inquiries are made or a brief mental examination conducted, but as a rule no questions are asked of the children. The teachers enter their reports of the mental status afterwards. They generally acknowledge that the dull children in the school have been picked out by observation.

While all abnormal conditions are observed and recorded, no isolated fact, as some particular anomaly, can in any case be regarded as a sufficient evidence of abnormality. Thus a defective palate might be found in a bright pupil, but such a child would not be marked abnormal." * * * * *

In the study of the mental condition of children the signs in physiognomy and craniology are not sufficient when unsupported by direct visible action of the nervous system. The neurophysiological side of expression is no less important than the anatomical. And in this report this fact is clearly shown. It will therefore be profitable to briefly consider some of the facts and principles brought out.

From clinical and pathological studies of the nervous system much knowledge has been acquired as to the symptoms that result from lesions of certain portions of the brain. This makes it important, as well as interesting, to observe the conditions of the muscles, since their movements correspond to the states of certain nerve centers. Such nerve-muscular conditions can be regarded as expressions of the states of these nerve centers, and may be called nerve signs.[1]

Now, all expression of feeling is effected by muscular action, whether it be by words, by facial movement or gesture, or by movements caused by voluntary muscles. Expression may also be produced by dilatation of the pupil, erection of the hair, or disturbed action of the heart, these being due to the inorganic muscular fibers. For these reasons the nerve signs of abnormal children should be closely examined, in order to find definite terms by which to describe them. We judge of the state of the nervous system by muscular conditions, such as stooping attitude and spiritless gait in fatigue. The position of the head is upright in defiance, drooping in shame; it is commonly held to one side in nervous women and girls convalescent from chorea. It is well known that in the convulsive state the hands are often closed with the thumbs turned in.

In the study of abnormal children special attention has been given to the ocular and facial muscles, and those of the upper extremity. In health the greater number of ordinary movements of the eyes are probably in the horizontal plane of the axes of the orbits. There are many facts which indicate that the horizontal movements are the commonest, the least voluntary, and, therefore, the least intellectual. Thus an individual in looking at an object moves the eyes by the action of the recti muscles so as to direct them toward it; this movement is more intellectual than when the head is turned so as to direct the eyes. A bright, healthy, and well-developed infant turns its eyes well in the orbits in looking about, which is not the case with a dull, wasted child.

An attempt to determine something as to the intellectuality of the different facial muscles was made by Dr. Warner, in conjunction with Dr. Beach of Dareth Asylum. The investigation was commenced upon the negative side, by observing the facial conditions in 15 idiots. A summary of the results, showing those muscles most often seen in meaningless action is: *Occipito-frontalis*, 11 times; *zygomas*, 8 times; *corruagator supercilii*, 7 times; *depressor anguli oris*, 5 times; *orbicularis oculi*, 3 times; grief muscle, 2 times. As far as these few cases go, the frequency with which these muscles, respectively, come into spontaneous action in a meaningless manner is shown. This may be some indication of the degree of their intellectual representation. Thus the grief muscle and the *obicularis oculi* acted much less meaninglessly than the *occipito-frontalis* and *zygomatic*, and probably these former are much more expressive of intellectuality than these latter.

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[1] It is to this view of the question, as demonstrated by the original researches of the author of the report, that its value is principally due.—See his work "Mental Faculty."

If, now, we note the muscles most frequently put in action in the faces of intellectual people in expressing their mental states, we will see intellectuality most commonly expressed in the frontal and middle zones. In hospital patients, also, by observing the condition of the frontal region and depression of the angles of the mouth, the facial appearance may often be accepted as a physical sign of the mental state of intellectual suffering and physical or organic suffering.

It is possible to see how education, thoughts, and habits of thought and feeling affect the higher nerve centers, which cause the facial expression to alter.

Some of the most expressive muscles are those which produce the finer movements of the fingers, which appear more to represent the brain conditions than the coarser movements. Some reasons for this are: (1) In hemiplegia from brain disease the finger movements are most damaged and the last to recover; (2) finger movements are much more injured by brain disease than by spinal disease.

It is the relative tone, mainly of the flexor and extensor muscles, that is the proximate cause of the passive positions or postures of the extremities, as the head, hand, spine, face, etc. As the action of these muscles indicates the state of corresponding nerve centers, so it is with these passive positions or postures of the individual, normal or abnormal; for all "expression of nerve states and mental action is by movement and results of movement."

Defective expression, which refers to general facial expression apart from special muscular balances, has the highest pathological correlation of any nerve-sign. In the imbecile infant the nerve centers are wanting in spontaneity, and later in capacity for coördination. Coördinated visible movements generally indicate coördinated mental activity, while disconnected movement signifies mental confusion.

As overaction of the frontal muscles may not only accompany cranial defects but be due to want of mental stimuli, it can be improved by education.

In rickets there is a tendency to an unsymmetrical skeleton, "unequal bilateral growth of the shafts of the bones, producing curvature, and in the skull producing bosses and deformities." Thus, according to Dr. Warner, about one-third of the rachitic children he examined (Table 1, sub-Table D) presented abnormal nerve signs and mental dullness. Almost one-third of the children reported by the teachers as dull at school lessons showed abnormal nerve signs and defective development (Table 11).

What has thus far been stated will serve as an illustration of some facts and principles brought out in this important report, for a further explanation of which the reader is referred to Dr. Warner's introduction.

It may be said in conclusion that in a clinico-pathological investigation of the development in relation to brain and nutrition, statistics showing the relative frequency and distribution of certain physical conditions among school children are necessary for finding out the causes of such abnormalities. This, as in all other investigations, is the first rational step toward prevention.

INTRODUCTION.

The state becomes heavily burdened by the defectively made portion of the population, which comes into greater prominence under extensive emigration, which leaves with us the weak tending to pauperism, starvation, vagrancy, and crime, as well as a large body of "unemployed" and others capable of earning only small and varying wages; the field for recruiting the services is also limited. Were the children in this lower stratum improved, it would pave the way for social improvement, higher education, better and more valued wage-earning, and less social failure. It must be remembered that these feebly gifted children are confined to no social class, and appear more numerous in the upper grades. The nation collectively is but the aggregate of its components. These observations show the harm that probably arises from exempting feebly gifted and defective children from all education because they are unfitted to compete, even in school, with the average and the normal.

It is then as important concerning a certain locality or sanitary area to know the average condition of the children as the rate of mortality. Maldevelopment has been shown, as far as the facts go, to be a potent factor in predisposing to both mental dullness and low nutrition, two evils worth combating; it is not solely for the purpose of attaining a condition of the people with a smaller percentage of badly made heads, palates, ears, noses, or other bodily defects, that a strong effort is called for, but that in removing the causes of such defects we may lessen the average of mental feebleness and low nutrition coattendant.

The ends which it is desired to attain through State medicine are to improve the average development, nutrition, and potentiality for mental faculty, and thus to lessen crime, pauperism, and social failure, by removing causes leading to degeneration among the population.

THE PRINCIPLES EMPLOYED AND THE BASIS OF THE METHODS OF INQUIRY.

As all expression of nerve states and of mental action is by movement and results of movement, it is by logical analysis of the nerve signs corresponding to such visible expression that we may hope to demonstrate the kinds of nerve action which correspond to mental states. While studying visible movement, it becomes obvious that certain typical postures often correspond with definite and definable physiological and pathological conditions, and might, therefore, be used in recording such states. This leads to the enumeration of many new clinical signs.

In a healthy, newborn infant we find movement in all its parts while it is awake—that is, while its brain is in full functional activity. These movements may be seen in the limbs, especially in the digits, which may move separately; they are slower than most of the movements in adults, they are almost constant, and are but little under control of impressions through the senses. Such spontaneous movement is described under the term "microkinesis." When the infant is about 3 months old we may observe some control of its movements through the senses; the microkinesis remains as the marked character, but the combinations of nerve centers acting are to some extent coördinated by sight and sound. At the age of 4 or 5 months further evidence of control of the centers through the senses is seen; the sight of an object may temporarily inhibit the movements, and this may be followed by turning the head, eyes, and hands toward the object seen—that is, the coördinated movement occurs sequent to a period of inhibition of spontaneous action following stimulation. We infer from such observations that at birth the nerve centers act slowly and independently of one another, and the time and order of this action is not determined through the senses; at the age of 5 months their action may be temporarily suspended by external stimuli, and during the time when no efferent currents are passing from them to produce visible movements they undergo a change, subsequently indicated by new and special coördinated movements. This appears to be a new and great advance in the infant's cerebral evolution. When a year old, action well adapted by impressions received becomes very marked, and the child makes certain characteristic sounds on sight of certain objects; its spontaneous brain action becomes gradually and more and more capable of coördination.

It appears that whereas at birth the most marked character of the nerve centers is the spontaneous action of individual loci of nerve tissue, in advancing evolution this spontaneity is not lost, but remains as the foundation of so-called voluntary and intellectual action becoming more controllable by circumstances. Aptitude for mental action appears to depend upon the capacity of nerve cells to control through the senses such impressions temporarily inhibiting their spontaneity and to arrange them functionally for coördinated action. The imbecile infant does not show this microkinesis in the normal degree; its nerve centers are wanting in spontaneity, and later in capacity for coördination. It may be shown that well-coördinated visible movements usually accompany well-controlled mental action, while a spreading area of movement not controlled often accompanies mental confusion.

This spontaneous movement, slightly under control, is the character of healthy brain action of children in the infant school, so that postures are less available as signs among these very young children, and spontaneous movement of their fingers is normal. The parts of the infant are then full of spontaneous movement; an exception is in the eye movements, which are not frequent in many cases. One of the endeavors of infant training should be to encourage eye movements, then to control them. The postures or attitudes of the body imply balances or ratios of action in the nerve centers corresponding. The clenched fist or convulsive hand is common in fits and in tetany. These postures indicate relations in quantity of action among nerve centers. If we take the 2,285 (Table 2, columns 20 and 21) cases presenting deviations from the normal balance of the hand when held out, we find that 1,029 (Table 13, column 3) of them presented visible defects in development also; that is to say, in nearly half of these cases, with unusual or defective ratios of nerve action, the proportioning of parts of the body was visibly abnormal. This suggests the hypothesis that the forces, or antecedent conditions, which caused ill-proportioning of the body may also have caused a tendency to ill-balancing of nerve centers. The converse of the proposition may be true—we have not as yet sufficient evidence, but the suggestion may guide inquiry—it may be found that as overaction of the frontal muscles (Table 13, 1,616 cases) is very common with defects of the cranium (Table 4 or 12, 2,576 cases), and overaction of the frontals is largely the outcome of want of mental stimuli, further culture of the mental faculties will improve the average cranial development and lessen overaction of the frontals at the same time. If we take the 5,487 cases (Table 2, column 4) with abnormal nerve signs, we find among them 3,071 (Table 10), or 55 per cent, who also present defects in development. Conversely, among the 5,851 cases of defects in development (Table 2, column 3), we find 3,071 cases with abnormal nerve signs (Table 10)—that is, 52.4 per cent. If we take cases with two defects in development, such as are given in Part III, we see that they are correlated with nerve signs in percentages varying from 44.5 up to 71.8.

The general statement that malproportioning in visible parts of the body and abnormal nerve signs are often coincident may be further illustrated, and such inquiry may lend some support to the hypothesis that both kinds of defects may be due to the action of physical forces controlling quantities or ratios of vital action. In rickets there is a marked tendency to malproportioning in the skeleton; this is seen in epiphysial overgrowth, in unequal bilateral growth of the shafts of bones producing curvature, and in the skull producing bosses and deformities. This tendency to maldevelopment may affect the features and soft parts; among 196 rachitic children (Table 27), 15 were small in growth, and 40 presented defects of ear, epicanthis, features, palpebral fissures, mouth, etc. This also is a condition that falls much more commonly upon the boy than the girl; about one-third of these malproportionate rachitic children presented abnormal nerve signs and mental dullness. In observing conditions of development and physiognomy as indications of probable conditions of mental status—as in older physiognomical studies—the assumption is made that visible conditions of defect in form more or less necessarily coincide with defective brains. Such correspondence does, doubtless, often occur, but the generalization is too empirical to be applied with safety to the individual child. Here the observation of a number of abnormal nerve signs helps to supply the missing link, and observations quoted show that among children with defects in development and abnormal nerve signs, one-third are reported by the teachers as dull at school lessons.

The term "defect in development" is frequently used and signifies deviation from the average or normal. It is not intended to assert that these signs are degenerations—the evidence derived from antique works of art shows that many are of ancient date—it appears that in some classes they may be irregularities which further evolution, if wisely guided, may remove with their attendant evils. Among the 2,961 Jew children (Table 26) an ancient race, uniformity of development is very marked, with 7.5 per cent of deviations from the normal, and all points in nutrition, nerve action, and mental status appear more regular among them than with our English children. When it is pointed out that of English children 10.8 per cent, and of the Jew children 7.5 per cent (Table 26) present deviations from the average development, it is obvious the proposition may be put thus: The English children to a percentage of 89.2 and the Jew children to a percentage of 92.5, have evolved an average type.

It is very common to see disordered conditions of the nerve system in children with defective construction of body—this was the case in 3,071 children (Table 10)—we may also see these nerve disturbances in children of normal construction of body—this is noted in 2,416 children; here such signs appear to result from the disorder produced by special circumstances rather than from defects in original construction. In illustration, children fatigued and in the condition of chorea may be described. Among the signs of fatigue are the slight amount of force expended in movement, often with asymmetry of balance in the body; the fatigued centers may be unequally exhausted, spontaneous finger twitches like those of younger children may be seen, and slight movements may be excited by noises. The head is often held on one side; the arms when extended are not held horizontal, usually the left is lower, the hand balances in the weak type of posture, often again more markedly on the left side. Facial expression is lessened, and the orbicular muscles of the eyelids are relaxed, leading to fulness under the eyes, while the eyes themselves fix badly.

Nutrition is a somewhat vague term; as applied to children in this inquiry it implies that the child as seen was thin, pale, or delicate looking. It is not sufficient evidence as to good nutrition to look at the face only; this part may be well nourished, and yet the limbs may be thin; I usually felt the child's arms or legs. The most important fact noted with regard to these cases, which amounted to 2,003 (Table 2, column 5), is that 1,459, or 73 per cent (Table 10), were cases presenting visible signs of deviation from the normal in development of the head, the features, and other parts. It seems then that there is a large group of children, amounting to nearly 3 per cent of the children seen who are so far defective in make as to be usually of low nutrition when seen in school. This fact is more marked in the 36,000 children in day schools; among them 23 per cent of the boys and 38 per cent of the girls who presented defects in development were noted as of low nutrition (Table 30). It appears that these children are of lower general constitutional power, and tend to an ill-nourished condition under the stress of life, and the many causes of mental excitement, which, while they render them sharper mentally, militate against nutrition of the body and its tissues. That the amount of mental stimulus received by children does lower their general nutrition, seems to be further indicated as follows: If we divide the 36,000 day scholars into two groups, 10,200 seen in day schools of upper social class, presumably well fed children, we find 5.2 per cent, of low nutrition; and among the 25,800 children in poorer day schools, 3.9 per cent; the only explanation to be offered is that the upper class children have more stress upon them than those of poorer social position. This subject will be pursued later on.

Methods of observation and research.—The methods of examining the physical condition of children seen in schools must necessarily be more limited than those used in the consulting room. Arrangements already exist in the reports of her majesty's inspectors for determining the intellectual acquirements of school children; their family history and evidence as to their home life could not be obtained, and school managers naturally object to questions being asked of the children concerning their health, which if put would not be likely to elicit any trustworthy information. It is also impracticable to handle the children for the purposes of physical examination. The observer must then depend mainly upon inspection, and having determined beforehand what points to look for, he must record accurately what he sees. The importance of deciding on a number of physical signs for observation and record was appreciated before the work was commenced on a large scale. For the purpose of observing those finer balances and reactions of the nerve system which indicate neuro-mental potentialities, it is better to deal with the children in a uniform manner, and not to handle them.

The terms used in giving descriptions of children should each connote a fact seen and capable of verification and comparison, the essence of scientific description.

THE SIGNS OBSERVED IN DESCRIBING CHILDREN.

Cranial abnormalities (Table 4) appear to be the most important defects in development; they are the most numerous and have the highest pathological co-relation of any sign with "abnormal nerve signs," low nutrition, and mental dulness: Boys, 1,528; girls, 1,048; total, 2,576 (Table 12).

The size and probable volume of the brain is a point of first-class importance, and the size of the cranium is in children a fair indication of the size of the brain. The following standard of the normal in a well-developed child of good potentiality may be given: Head circumference at 9 months, 17.5 inches; at 12 months, 19 inches; at 7 years, 20 to 21 inches. This I believe to be a high-class standard of the normal, too high if deviations therefrom are to be considered as pathological; after 3 years of age 19 inches cranial circumference is too small. The figures given indicate the number of cases in which the condition stated was noted among the 50,000 children seen in this inquiry—boys, 26,884; girls, 23,143. Defects of the cranium may be divided into subclasses (Table 4):

Small heads: Boys, 327; girls, 738; total, 1,065. It is seen that in this group, contrary to the usual rule, the defect is more common among girls. If there be no other defect, mental faculty may be average, but the child usually remains thin and delicate; such cases in after life may undertake good work and do it, but are more liable than others to exhaustion, migraine, and breakdown of the nerve sytem. At school these children are often delicate and irregular in attendance from ailments.

Large heads: Boys, 257; girls, 46; total, 303. It seems probable that a large proportion of these cases resulted from rickets at an earlier period, for of the 168 cases of rickets with defect of cranium, 55.3 per cent were large heads.

Cranial bosses: Boys, 495; girls, 127; total, 622. Cranial bosses are most usual at the site of the ossific centers of the two halves of the frontal bone; they may occur at the sides of the head over the parietal centers and elsewhere, as well as at the site of the anterior fontanelle.

Asymmetrical heads: Boys, 84; girls, 16. These do not appear to have marked co-relations with defects.

The palate is ill shapen in 1,331 children, standing next to the cranium, both in frequency and in a high co-relation to defectiveness. The palate was examined in all the children. The frequency of the various types has been given, but their relative co-relation was not determined; there were 22 cases of cleft palate in the 50,000 children.

The ears were malproportioned in: Boys, 1,047; girls, 268. (Table 2.) Among pathological curiosities, supernumerary ears, remnants of branchial clefts, congenital absence of ear, etc., are described; the adherent lobe did not appear as a marked defect.

The epicanthis was noted in 898 children. (Tables 2 and 12.) It appeared to have a lower co-relation with defectiveness than other signs; when associated with defects of the cranium, however (90 cases), the defectiveness of the group of cases was very marked. Defective growth in the bridge of the nose (455 cases) did not appear to be associated with rickets; the condition appears to be outgrown in many children, and its pathological co-relation is not high. Among conditions of the facial tissues, notes were taken of cases of: Features large and coarse, 251; palpebral fissures small, 181; mouth small, 44; bridge of nose in its soft tissue redundant, 61. It is important to note each feature separately, as the defects seem to have different correlative values. The epicanthis was found to a considerable extent local or endemic in certain districts. These defects are often associated. A hairy forehead, large frontal veins, and a small face under a well-made calvarium was found in some cases. Prognathous type was noted in 11 boys; ichthyosis in 17 cases; congenital cyanosis in 3 boys; there were various other minor defects. (Table 6.)

Passing on to the description of "abnormal nerve signs," (Table 13) we proceeded to enumerate them, the number found among the 50,000 children, and to give their pathological co-relations.

Expression defective: Boys, 694; girls, 474. This sign has the highest pathological co-relation of any nerve sign. The term is here used to connote the general expression of the face as above and apart from the special muscular balances and action described further on; a good expression may be present with abnormal coarse muscular action.

Frontal muscles overacting: Boys, 1,322; girls, 1,616. Horizontal creases are thus formed; these muscles may often be seen working in athetoid fashion under the skin. The sign may appear in children at any age, and is usually most marked when they are least occupied.

Corrugation: Boys, 199; girls, 40. This knitting of the eyebrows may be a "coarse" or a "fine" movement; like last sign, it may be athetoid in character, and the two signs often coexist.

Orbicularis oculi relaxed: Boys, 522; girls, 343. The skin of the lower eyelid is relaxed, puffy, and bags forward. The sign often accompanies fatigue and recurrent headaches.

Eye movements defective: Boys, 798; girls, 485. The eyes may wander and fix badly, or they may be too immobile, so that the child follows a moving object by turning the head, not by moving the eyes. Nearly half of these children were dull at lessons.

The normal posture of the hands when held out to the word of command is straight, all parts and the fingers being in the same plane, and the hands on a level with the shoulders, the arms being parallel.

Two modes of hand balance: The weak type—boys, 715; girls, 504—where the wrist and digits fall into moderate flexion; the "nervous" type—boys, 550; girls, 516—presents flexion of the wrist with over-extension of the digits. The former type is common in weak children, the latter in those who are irritable, nervous, overmobile. The percentage co-relations are: For the "weak hand" defects in development, 47; low nutrition, 18; mental dullness, 38; for the "nervous hand" defects in development, 43; low nutrition, 25; mental dulness, 33.

Finger twitches: boys, 445; girls, 261. This condition, though more common in boys, passes on to chorea more frequently in girls.

Lordosis: Boys, 184; girls, 279. The lumbar spine is markedly arched forward when the hands are held out in these cases.

Head balance, asymmetrical: Boys, 219; girls, 319. The percentage correlation of this sign is high; defect in development, 61; low nutrition, 29; dull, 45.

Among the less frequent abnormal nerve signs are: General defective balance, defective response in action, speech defective, mouth open, grinning, nystagmus, ptosis, tremor; these minor groups include 668 children. See table.

RESULTS OF INSPECTION OF 50,000 CHILDREN SEEN AT 106 SCHOOLS; THE CLASSES AND GROUPS OF CHILDREN DESCRIBED.

The study of the principles and methods of procedure to be employed and practice in making observations and in describing them was so far advanced in 1888 that a committee was formed by the psychological section of the British Medical Association, and, in conjunction with Dr. Hack Tuke, Dr. Fletcher Beach, and Dr. Shuttleworth, the author made observations on 5,000 children in 14 schools and published a report,[1] with the aid of a grant from the funds of the British Medical Association. This first inquiry and the subsequent arrangement of cases in groups afforded valuable experience, and gave many useful hints as to how the work should be further extended; and also as to the best methods of keeping the records and the kind of results to be looked for.

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[1] See British Medical Journal, 1889, II, p. 187.

Following the publication of this first report a special committee was appointed by the Charity Organization Society, including representatives of the older committee, and as a result the present report has been prepared on 50,027 children seen by the author—boys, 26,884; girls, 23,143.

Group I (Table 1, Subtable A), normal or average children: Boys, 21,305; girls, 19,536. Percentages on numbers seen: Boys, 79.3; girls, 84.5. Such children are the average as presenting no visible defects or abnormal nerve signs and not being dull at lessons.

Group II (Table 1, Subtable A), children presenting some deviations from the normal, of whom notes were accordingly taken: Boys, 5,579; girls, 3,607; total, 9,186. Percentage on numbers seen: Boys, 20.7; girls, 15.5; total, 18.3. Schedules were filled in for each of these cases. Their varying conditions have been analyzed, and they will now be presented in groups or classes.

Group III (Table 2), children presenting no defects in development or abnormal nerve signs, but reported as dull by the teachers: Boys, 185; girls, 134; total, 319. Such cases present good physical development, and a sound condition of brain as indicated by motor action. It appears that the brains of these children, though capable and healthy, had but little power for school work. It is important to differentiate such pupils from those with defective conditions.

Group IV (Table 1, Subtable B), children feeble-minded or exceptional in mental status: Boys, 124; girls, 110. Of these cases, 2 were idiots; 46 imbeciles, or definitely mentally wanting; 12 were mentally exceptional, wanting in moral faculty, or liable to mental attacks; 174 are entered as "feeble-minded" or defective in mental capacity, short of actual imbecility. Probably many of them would, on further examination, be found imbecile; some may be capable of great improvement.

Group V (Table 1, subtable C), epileptics and children with history of fits during school life: Boys, 36; girls, 18; total, 54. These cases were inquired for in every school, and in some instances children not attending school were sent for by the teachers. Any case with a history or indications of fits during school life was recorded for what it may be worth. A list of these cases is given in Table 20. It would appear that most epileptic children are absent from school. Of the cases given, 5 boys and 5 girls were mentally defective.

Group VI (Table 1, Subtable D, Table 21), children crippled, paralyzed, maimed, or deformed (not eye cases): Boys, 155; girls, 84; total, 239. These children varied greatly in brain power—some were mentally bright, others dull; they also varied in conditions of health. The conditions of disease causing crippling were in various stages, and many of these children were capable of work and play. Five boys and 5 girls were mentally defective.

	Boys.	Girls.	Total.
Cripples from—			
Congenital defect	7	9	16
Disease or injury	88	53	141
Paralysis	60	22	82

Group VII (Table 1, Subtable E), children deaf, or partially deaf: Boys, 34; girls, 33. These numbers do not include 51 children seen in a special school, of whom an account was given (see B. M. J., 1889). Tests for hearing were not commonly used, but a child found deaf was noted; there were some deaf and dumb in the day schools.

Group VIII (Table 8), eye cases: Boys, 836; girls, 637. Tests for vision and errors of refraction were not used, and ophthalmia was passed over; but when the eyes were looked at obvious defects were noted. Ophthalmia was seen in some day schools. There were of squint cases, 807, some requiring operation; many temporary, but only 276 children in all, used convex glasses; 48 used concave glasses. The group shows what a large amount of ophthalmic work is needed among children.

Group IX (Table 2), children pale, thin, delicate, nutrition low: Boys, 1,030; girls, 973. The most obvious fact concerning these children was that 733 of the boys and 726 of the girls presented some defects in development. No inquiries were made as to the feeding of these children, but it may be assumed that among the upper grade schools and in the resident schools food was sufficient; still, the development cases were of low nutrition there also. Among the 50,000 cases the percentage of low nutrition was for boys 3.8, for girls 4.2; and among the development cases it was for boys, 20.2; for girls, 32.0.

Group X (Table 13), children presenting defects in development: Boys, 3,616; girls, 2,235. Conditions of maldevelopment form the largest class of visible defects observed, and as signs easily recognized and capable of description and classification, they stand prominently forward as pathological conditions characterizing portions of the child population. Analysis and comparison of cases shows the developmental signs to be of different value and importance. To demonstrate this the co-relation of each sign has been determined. From the point of view of estimating potential mental capacity, these signs are of value only in as far as experience gained in observation shows their average co-relation with cerebral or mental defects. The defectiveness in the make of a child is more strongly indicated when two maldevelopments are present. This was noted in 1,240 boys and 683 girls. Their co-relation was higher than for a single defect—with nerve signs, 45; low nutrition, 31; dullness, 60 per cent.

Group XI (Table 13), cases presenting nerve signs: Boys, 3,413; girls, 2,074. Abnormal nerve signs are largely co-related with defects in development—that is to say, some malproportion in the parts of the body is largely associated with a tendency to ill balance among the nerve centers. The significance of these signs varies in two directions; some indicate an over mobile nerve system, the centers tending to separate and spontaneous action, not well under control through the senses, of which finger twitching is the type, and a second set which indicate low-class brain development. These are mostly repetitive, uniform movements, athetoid in type, and represented by chronic overaction of the frontal muscles and repeated grinning.

Group XII (Table 27), cases of rickets: Boys, 157; girls, 39; total, 196.

Cases of rickets.	Boys.	Girls.	Total.
With nerve signs	54	15	69
With low nutrition	32	13	45
With mental dullness	64	10	74

Probably more children were or had been rachitic than those registered. When the conditions seen in the bones left no doubt the case was registered accordingly, but the body could not be examined in detail under the conditions of this inquiry. It seems that a great character about the conditions termed rickets is the malproportions of growth in the skeleton, especially about the cranium. It is shown that the palate is frequently ill-formed, and also that defects in development other than cranium and palate were found in boys, 58; girls, 11; total, 69 cases. The pathological question might be raised, whether a large proportion of the cases registered as "cranial bones"—a subgroup of the cranial abnormalities amounting to boys, 495; girls, 127; total, 622—were not really cases of rickets. These rachitic children are badly proportioned.

Among cases of rickets.	Boys.	Girls.	Total.
Cranial abnormalities	143	26	168
Palate defective	23	8	31
Cranium and palate defective	21	6	27
Small in growth	10	5	15

Group XIII (Table 11), a group of cases with defects in development, abnormal nerve signs, and low nutrition: Boys, 412; girls, 381; total, 793.

Also with mental dullness: Boys, 192; girls, 157; total, 349.

This group appears in fact to present a special class of development cases in which the inheritance has produced not only visible malformations or proportioning in the body, but also a constitutional tendency to low nutrition, and a state of nerve centers ill balanced or badly acting. Such children may be said to be delicate, and 44 per cent of them were reported by teachers as dull. These children, when dull, are included in the group who appear to need special care or training.

Group XIV (Table 2, column 6), children reported by the teachers as dull in school: In every case recorded the teacher's opinion concerning the child's mental capacity was asked for and taken down as evidence. The number of dull children is: Boys, 2,216; girls, 1,463; total, 3,679; their co-relations are given in full in Tables 10, 11. Of these dull children, defects in development or abnormal nerve signs were found in 3,266 cases.

Group XV (Table 31), children that appear to require special care and training: It is not intended to imply that these children can not be provided for in day schools, but they need to be provided for, and it might be well that they should be marked on the school register, and their attendance and progress noted by the managers. The group includes "children feeble-minded or mentally exceptional. Group IV;

epileptic, cripples, and the development cases with low nutrition and nerve signs, who were reported as dull mentally." The group as thus arranged, allowing for overlapping cases, contains 817 children (boys, 473; girls, 344), or 1.6 per cent of the 50,000. Of the number given, 165 are included on physical grounds, not being mentally dull.

Group XVI (Table 15), children presenting abnormal nerve signs without defects in development: Boys, 1,438; girls, 978; total, 2,416. In these cases there are no indications of defect in development to account for the nerve signs, and they appear to be due to other causes; they are slightly more frequent among the resident children and among the upper class children than in the average day schools, so that low feeding does not appear as a potent cause. It is probable that in this group we have the children of normal make who are ill trained, neglected, and overpressed by the stress of life. These seem to be the children most improvable by altered conditions and appropriate training; many are of ill balance and nervous; 39 per cent of these were dull.

GROUP XVII (TABLE 11), children presenting development defects with abnormal nerve signs: Boys, 1,975; girls, 1,096; total, 3,071.

	Boys.	Girls.	Total.
With low nutrition	733	726	1,459
With mental dullness	835	475	1,310

These children appear as cases with malproportioning of the body and ill-balanced nerve centers. The percentage of dullness among them is higher than among either the "development cases" or the "nerve cases."

Group XVIII (Table 15), children presenting development defects without abnormal nerve signs: Boys, 1,641; girls, 1,139; total, 2,780. These development cases, with a well-regulated nerve system, present less dullness than the last group. showing the importance of observing nerve signs. Of development cases with nerve signs, 43 per cent dull; of development cases without nerve signs, 35 per cent dull.

Comparing groups of schools the percentages go against the residents as compared with day schools, except as to nutrition. Again, comparing schools of upper and lower grade, the conditions found are in favor of the lower class. Lastly, among the English children development defects are found in 10.8 per cent, among Jews in 7.5 per cent, among the Irish in 20 per cent.

CO-RELATION, OR THE RELATIONS OF PHYSICAL AND NERVE SIGNS TO LOW NUTRITION AND MENTAL DULLNESS.

In Tables 10 and 11 the number of cases presenting each sign has been shown, and in the more important instances where the number of cases in which the sign was observed was large enough, or where the intrinsic value or interest of the sign seemed to call for it, the co-relation has been added, showing the number of cases presenting the sign who were also registered as presenting "low nutrition," abnormal nerve signs, maldevelopments, or mental dullness, respectively. These co-relations have been put into the form of percentages in Table 12.

It is not wished to represent the percentages as having an absolute value of correlation to the sign which may be applied to an individual child. The co-relation for some signs is probably of small value on account of the small number of cases observed, but it is given as illustrating that each physical or nerve sign has a co-relation average with mental dullness, nutrition, etc. When the co-relation is on a small number of cases the need of further observations in this direction is indicated. The percentage form is useful as indicating that some generalizations, drawn from large groups of cases apply equally to the individual signs characterizing the group. Thus defects in development have a higher co-relation with abnormal nerve signs in boys than in girls, but as to nutrition and mental dullness the girls suffer most.

As a contribution towards the etiology of defective development, we had arranged the 3,704 development cases seen among 34,991 children in the public elementary and day schools according to their distribution in twenty districts, as shown in Table 22. The percentage of these development cases taken upon the number of children seen in each district respectively is given. It is shown that the distribution is very unequal, being high in the western district of Kensington and Chelsea (wealthy district) at 12.6 per cent, and lower in the poorer schools of Islington at 7.4 per cent. This table also gives the percentage distribution of the principal defects registered taken in two ways: (1) Upon the number of children seen; (2) upon the number of development cases. If such observations are confirmed by further experience, this method of arranging the facts may afford evidence upon the causes in the district tending to produce defects in development and possibly for determining the particular kind of defect most prevalent. Observations of the 1,363 development cases in Poor-law schools, which are drawn from certain areas, are similarly given in Table 24. Table 25 has been prepared for comparison, showing conditions of the children in day schools for areas corresponding to the unions. In certain districts the ratio of boys and girls presenting the same conditions is not the average.

As a preliminary to trying to determine the means that may be used to try and lessen the physical causes of mental dullness, we have given a table of the conditions and group of conditions accompanying it, Table 29, and have determined, as far as the present work goes, the co-relative value of each sign in development and nerve action observed, as well as the distribution of these signs in certain areas or districts, and in certain classes of schools and in the nationalities (Tables 26–30). The percentage of mental dullness rises from 38 for development cases without nerve signs to 43 when both are present (Table 15), reaching 44 when the maldevelopment is accompanied by low nutrition and abnormal nerve signs.

Development cases considered in relation to sex and residence.—If we take 100 boys and 100 girls with defects in development from among the 50,000 children seen, we shall find many of them with abnormal nerve signs, low nutrition, and mental dullness. Following the experience gained, the following estimate may be given showing the probable results of placing them first in a day school and then in a resident school.

In the day school.

Boys' side.	Number.	Girls' side.	Number.
Boys with defects in development	100	Girls with defects in development	100
Nerve cases	50	Nerve cases	47
Nutrition low	23	Nutrition low	38
Reported dull	38	Reported dull	40
Total	111	Total	125

In the resident school.

Boys' side.	Number.	Girls' side.	Number.
Boys with defects in development	100	Girls with defects in development	100
Nerve cases	62	Nerve cases	52
Nutrition low	16	Nutrition low	20
Reported dull	40	Reported dull	44
Total	118	Total	116

It is thus obvious that residence contrasted with home life and day school produces marked effects, different among boys and girls. On both sides of the resident school nutrition becomes higher, more markedly with the girls. Nerve signs increase with residence, especially with boys. Mental dullness increases with residence slightly, more so among the girls.

The loss and gain from putting 100 boys and 100 girls with defects in development in resident schools may be represented thus:

	Boys.	Girls.
Fewer cases of low nutrition	7	18
More cases of abnormal nerve signs	12	5
More cases of mental dullness	2	4

Assessment of results of intellectual and physical training in a school, with allowance for the physical condition of the children.—Having obtained a report on the physical condition of the children in a school, we may proceed to estimate the number of dull children and the number with nerve signs to be expected upon allowance for the material in the school. The estimate is founded upon the conditions seen and the average experience of 50,000 children, the allowance being made upon the development cases and nerve cases; an allowance for low nutrition could be added.

There are two results of physical training which characterize it as satisfactory: (1) in cases of defective development to remove or prevent abnormal nerve signs; (2) in children of normal development to prevent, or at least not to produce, nerve signs. Thus, taking the development cases in a school, a high percentage of abnormal nerve signs among them is against the effects of the training; and a high percentage of nerve cases without defects in development suggests that the training is not good. So, also, in each case a high percentage of mental dullness shows want of adaptation of methods of teaching to the special requirements of the children.

We may estimate as dull children:

	Boys.	Girls.
	Per cent.	*Per cent.*
Of development cases with nerve signs	43	43
Of development cases without nerve signs	33	39
Of nerve cases without development defects	37	41

We may estimate as the average number of cases with nerve signs:

	Boys.	Girls.
	Per cent.	*Per cent.*
Of the development cases	55	49
Of the total number of children seen as presenting nerve signs without defects in development	5	4

The work that has already been done affords a considerable amount of evidence to the following propositions:

(A) It is practicable to inspect, report upon, and classify the children seen in a school by means of facts seen and the teacher's report. Evidence of scientific value is thus obtainable of importance to the state, to education, and to philanthropic efforts.

(B) The average child material in a school or district may be determined. The conditions of development and the nerve signs vary much in different schools; as to the latter, observation suggests that adapted methods of training may remove them.

(C) The co-relation of visible signs with low nutrition and mental dullness has in many cases been demonstrated.

(D) Ill-made and feeble children tend to gravitate to the poor-law and certified industrial schools, and to the lower standards of day schools. The want of provision for feeble children in day-schools, and in many cases their exemption on medical certificates, tends to throw such cases upon the care of the state, and many become degraded.

(E) Feebly-gifted children, the paralyzed, and in some cases the epileptic, may in many cases and in limited numbers be educated in day schools if better provision for them is not provided.

Following is a schedule with ten illustrative cases:

FORM OF SCHEDULE, UNION OR DISTRICT SCHOOL.

Cases reported on investigation to be feeble-minded or mentally exceptional.

[This is part of a table of 234 cases selected as feeble-minded or mentally exceptional. It will be understood by the reader that the cases that are here entered on the form of schedule are part of the group "feeble-minded or mentally exceptional." They are not a sample of the average of the cases noted.]

No.	Sex and age.	Standard.	Physiognomy, development, etc.	Movements, postures, etc. Expression.	Physical health, nutrition, etc.	School report.	Report.
903	Girl, 11	II	Head and palate average; features low class; nose bridge bone thick.	Expression bright, but smiles too much. General balance not good; lordosis.	Average	Apparently somewhat deficient in intellect; very poor in lessons.	Development low class, probably mental defect.
923	Girl, 13	IV	Head and palate average	Frontals overact, producing fine horizontal creases. Over smiling; lordosis.	Average	Deficient in intellect; has no power whatever in arithmetic; very unpleasant temper and peculiar ways.	Probably deficient in mental capacity.
923	Girl, 13	IV	Head broad at base, but conical, 21 circumference, transverse 13½. Palate high and narrow. Palpebral fissures narrow, not short. Epicanthis. Generally badly built.	Expression low class; O. oculi lax; hands feeble balance; too motionless and rigid; lordosis.	Not thin; arms very blue.	Very dull; is willing and attentive, but seems deficient in mental power.	Defective in development of body and brain; mental power low.
925	Girl, 14	IV	Forehead shallow, physiognomy of low type and defective. Complexion dark.	Expression defective and low class; hands—left thumb drooped, right straight; lordosis.	Average	Very deficient in intellect; scarcely any reasoning power and very poor memory.	Low development and mentally weak.
940	Girl, 15	III	Head small, forehead narrow; palate high and narrow. Epicanthis.	Expression wanting, looks deficient in mental power. Smiles too much, triple smile; general balance stiff.	Average	Deficient in intellect. Dull in all lessons, could never do arithmetic.	Brain development low, mental power weak.
942	Girl, 16	III	Head not small or badly shapen.	Expression wanting; O. oculi lax; almost motionless; lordosis.	Average	Very dull and apathetic, poor abilities.	Appears weak in general brain power.
962	Boy, 8	II	Palate average, ears outstanding.	Expression average; hands balance in feeble posture; finger twitching; general balance bad.	Average	Below average intelligence, sometimes verging on imbecility. Very weak in arithmetic.	Nerve system weak. Mentally low.
978	Boy, 9	III	Head small	Expression still. Frontals overact with creases; eyes unsteady; hands balance; thumbs drooped.	Average	Half imbecile. Very weak all round.	Nerve system weak. Mentally weak.
1010	Boy, 13	V	Head: Interparietal ridge; 20½ inches; forehead smooth.	Expression bright	Average	Little or no intellect. Weak all round.	But little defect seen. Said to be mentally weak.
1024	Girl, 15	Infirmary.	Head, palate, ears, normal. Has been in school 4 years. Reached Standard IV.	Corrugates. Answers questions badly, and often repeats the question asked. Dirty; will pick up rubbish and eat it. No fits.	Nutrition fair	Used to have fair mental powers, but has gradually fallen off last 18 months. Can still read, but in arithmetic is quite lost. Her thoughts seem to be always wandering.	Progressive dementia; onset gradual but progressive.

It will be noted that each column in the accompanying tables is numbered. Below is a key to these numbered columns, so far as the words at the head of each seem to require further explanation. A column which has reference to a particular subject, *e. g.*, 4, cases presenting nerve signs, appears in all the tables under the same number.

EXPLANATIONS OF THE COLUMNS OF THE TABLES, AND DEFINITIONS.

Column 1, number of children seen: In this column is entered the total number of children seen in each school.

Column 2, number of children noted: In this column is entered the total number of children who, as presenting deviations from the normal, were selected from the total number of children seen (column 1).

Column 3, cases with defect in development: These are children which present bodily defects of various degrees of importance, which are further classified below. (See explanations of columns 8, 9, 10, 11, and 12.)

Column 4, cases presenting nerve signs: In these cases the children presented some action or balance of part of the body which indicated deviations from the normal. This group is further classified below. (See explanation of columns 13 to 24, inclusive.)

Column 5, delicate, pale, or thin (nutrition low): In these cases there was, in consequence of an appearance of thinness, paleness, or delicacy, reason for thinking that there was low nutrition. The children were not examined medically, in order to ascertain the presence of disease, and no information as to their feeding was recorded.

Column 6, reported by teachers as mentally dull: In this column the teachers' independent opinion is given. Their opinion was in each case taken as evidence. (See note above on the method adopted in observing and noting children.)

Column 7, eye cases, squints, etc., not ophthalmia: In these cases obvious defects or disease were recorded, but no tests were applied to detect errors of vision or refraction. Ophthalmia was seen in certain schools, but cases of ophthalmia were not recorded.

Columns 8, 9, 10, 11, and 12: All these are columns containing the analysis of column 3—that is, of conditions of defect in development.

Column 8, cranial abnormality: This term applies to all defects in the size or form of the head.

Column 9, palate defective: Under this head are entered defective palate—narrow, arched, or cleft. In certain schools, to which notes are affixed, the palate was examined in some cases only.

Column 10, external ears defective. Under this heading are entered cases in which the ears were large and outstanding, dissimilar in shape, etc.

Column 11, epicanthis: These are cases in which there is a fold of skin abnormally developed across the inner angle of the opening of the eyelids, giving an appearance of great width between the eyes.

Column 12, other defects in development. These were, for instance, general undersize of body, defects of nose, features coarse, mouth small, etc.

Columns 13 to 24: All these are columns containing the analysis of column 4. They give the analysis of defective nerve signs.

Column 13, general balance bad: Backs bent, slouching gait.

Column 14, expression defective: These are cases in which there was a vacant gaze, fixed or staring; or a want of changefulness.

Column 15, frontals overact: Here the frontal muscles produce horizontal creases in the forehead, which may be deep if these muscles overact coarsely. Sometimes the muscles are seen working under the skin in vermicular fashion, with an athetoid movement. In other cases the action is fine, producing what may be called a dull forehead. The overaction does not necessarily erase expression.

Column 16, corrugation: Knitting the eyebrows; contracting the eyebrows. Vertical creases are thus produced. They may coexist with overacting frontals.

Column 17, orbicularis oculi relaxed: There is a thin muscle, the orbicularis oculi, which encircles the eyelids. Its tone gives sharpness of outline to the lower lid, so that its convexity is seen. Its action is increased in laughter. When this muscle is relaxed there is a fulness or bagginess under the eyes.

Column 18, eye movements defective: Some children, if an object is moved in front of them, follow it not with their eyes only, but with the head, keeping the eyes fixed. In other cases there is a restless wandering of the eyes. Defects of these kinds are noted in this column.

Column 19, head balance weak: In the normal the head is held erect. In these cases it lolls over to one side or the other, or droops forward.

Column 20, hand balance nervous: In these cases when the arm is extended forward, the wrist droops, the palm is slightly contracted laterally, the thumb and fingers are extended backward at their junction with the palm of the hand.

Column 21, hand balance weak: In this type of balance the wrist is slightly drooped, the palm contracted laterally, and the digits are slightly bent.

Column 22, finger twitches: This is seen when the hand is held forward for inspection.

Column 23, lordosis: In these cases, when the hands are held forward, an altered balance of the spine may be seen, with an arching forward in the lumbar region, while the upper part between the shoulders is thrown back.

Column 24, other nerve signs: These include defects such as the following: Slowness to respond to a command, when, for instance, the children are told to hold their hands out in front of them; uncertainty, irregularity, or blundering in responding to such a command; defects of speech; oversmiling or grinning; openness of mouth; and tremor.

Of the arrangement of the tables a word must be said.

NOTE.—It must not be taken for granted that the proportion of children entered in the tables as defective in development, etc., is the proportion which would prevail in the total child population of a district. From other evidence it is certain that many children thus defective are not to be found in the schools, whether public elementary or poor law. To find the proportion of such children in a district, therefore, further inquiry is necessary. The tables only give the proportion of cases seen among the children attending the schools on certain dates. It must be borne in mind that apart from these very important limitations; the tables, as they stand, are rather a collection of data and illustrations of a method of investigation than material set forth with such necessary explanations as would justify the drawing of any large general conclusions bearing on practical administration.

PART I.

TABLE 1.—*General statement.—School inquiry as to the condition of 50,027 children.*

SUBTABLE A.—GROUPS OF SCHOOLS AND NUMBERS SEEN AND NOTED.

Names.	Reference Nos. of schools, group by group.	1 Number seen in schools.			2 Number noted in schedules.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
Poor-law (district and separate) schools.	I-XIX	5,884	3,947	9,831	1,332	685	2,017
Certified industrial schools	XX-XXVIII	1,588	407	1,995	500	91	591
Homes and orphanages	XXIX-XXXIV	774	1,049	1,823	172	186	358
Public elementary schools, etc	XXXV-CVI	18,638	17,740	36,378	3,575	2,645	6.220
Total	I-CVI	26,884	23,143	50,027	5,579	3,607	9,186

SUBTABLE B.—CHILDREN (1) REPORTED ON INVESTIGATION TO BE FEEBLE MINDED OR MENTALLY EXCEPTIONAL, OR (2) SO REPORTED BY TEACHERS.

[For illustrations of these cases, see p. 1105.]

Names.	Reference Nos. of schools, group by group.	1 Number seen in schools.		
		Boys.	Girls.	Total.
Poor-law (district and separate) schools	I-XIX	44	41	85
Certified industrial schools	XX-XXVIII	....	6	6
Homes and orphanages	XXIX-XXXIV	2	13	15
Public elementary schools, etc	XXXV-CVI	78	50	128
Total	I-CVI	124	110	234

SUBTABLE C.—EPILEPTIC CHILDREN, OR CASES WITH HISTORY OF FITS.

Names.	Reference Nos. of schools, group by group.	1 Number seen in schools.			4 Nerve cases.			6 Dull.			5 Nutrition low.			3 Development cases.		
		Boys.	Girls	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Poor-law (district and separate) schools.	I-XIX	4	1	5	4	0	4	4	1	5	...	..	...	3	1	4
Homes and orphanages	XX-XXXIV	0	1	1	0	1	1	0	1	1	..	...	...	0	1	1
Public elementary schools, etc.	XXXV-CVI	32	16	48	18	12	30	19	10	29	6	5	11	16	7	23
Total	I-CVI	36	18	54	22	13	35	23	12	35	6	5	11	19	9	28

N. B.—None in certified industrial schools.

SUBTABLE D.—CASES CRIPPLED OR MAIMED (NOT EYE CASES).

Names.	Reference Nos. of schools, group by group.	1 Number seen in schools.			4 Nerve cases.			6 Dull.			5 Nutrition low.			3 Development cases.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Poor-law (district and separate) schools.	I-XIX	64	21	85	25	6	31	31	6	37	31	5	36	19	4	23
Certified industrial schools	XX-XXVIII	5	2	7												
Homes and orphanages	XXIX-XXXIV	19	18	37	8	5	13	4	9	13	2	0	2	8	6	14
Public elementary schools, etc.	XXXV-CVI	67	43	110	18	11	29	22	21	43	11	13	24	17	17	34
Total	I—CVI	155	84	239	51	22	73	57	36	93	44	18	62	44	27	71

TABLE 1.—*General statement.—School inquiry as to the condition of 50,027 children*—Continued.

SUBTABLE E.—CHILDREN DEAF.

Names.	Reference Nos. of schools, group by group.	1 Number seen in schools.			4 Nerve cases.			6 Dull.			5 Nutrition low.			3 Development cases.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Poor-law (district and separate) schools.	I-XIX	15	9	24	13	7	20	9	4	13	2	0	2	13	6	19
Certified industrial schools	XX-XXVIII	3	1	4	3	1	4	3	0	3	...	...	...	3	0	3
Homes and orphanages	XXIX-XXXIV	0	4	4	0	3	3	0	3	3	0	2	2	0	2	2
Public elementary schools, etc.	XXXV-CVI	16	19	35	11	12	23	6	14	20	1	11	12	11	14	25
Total	I-CVI	34	33	67	27	23	50	18	21	39	3	13	16	27	22	49

N. B.—Children in schools for deaf and dumb are not entered, but one deaf and dumb school has been examined, No. CV. Tests for hearing were not generally used, but when a child was found deaf the fact was noted.

TABLE 2.—*General statistical summary—General analysis of cases seen.*

Reference No. of schools.	Schools.	1 Number of children seen.			2 Number of children noted.			3 Cases with defect in development.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
I-XIX	Poor law district and separate schools.	5,884	3,947	9,831	1,332	685	2,017	888	475	1,363
XX-XXVIII	Certified Industrial Schools.	1,588	407	1,995	500	91	591	329	62	391
XXIX-XXXIV	Homes and orphanages.	774	1,049	1,823	172	186	358	107	134	241
I-XXXIV	Total of institutions at which children are boarded.	8,246	5,403	13,649	1,904	962	2,956	1,324	671	1,995
XXXV-C	Public elementary and day schools.	18,137	16,854	34,991	3,462	2,492	5,954	2,213	1,491	3,704
CI-CVI	Other schools	501	886	1,387	113	153	266	79	73	152
I-CVI	Grand total of all the 106 schools.	26,884	23,143	50,027	5,579	3,007	9,186	3,616	2,235	5,851

Reference No. of schools.	Schools.	4 Cases presenting abnormal nerve signs.			5 Delicate, pale, or thin. (Nutrition low.)			6 Reported by teachers as mentally dull.			7 Eye cases: Squints, etc., not ophthalmia.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
I-XIX	Poor law district and separate schools.	889	388	1,277	236	93	329	510	281	791	205	112	317
XX-XXVIII	Certified Industrial Schools.	332	57	389	41	28	69	223	47	270	54	20	74
XXIX-XXXIV	Homes and orphanages.	112	112	224	14	35	49	68	113	181	28	27	55
I-XXXIV	Total of institutions at which children are boarded.	1,333	557	1,890	291	156	447	801	441	1,242	287	159	446
XXXV-C	Public elementary and day schools.	2,021	1,406	3,427	707	781	1,488	1,387	973	2,360	531	453	984
CI-CVI	Other schools	59	111	170	32	36	68	28	49	77	18	25	43
I-CVI	Grand total of all the 106 schools.	3,413	2,074	5,487	1,030	973	2,003	2,216	1,463	3,679	836	637	1,473

TABLE 2.—*General statistical summary.—Further analysis of cases seen.*

Reference No. of schools.	Schools.	Analysis of conditions of defect in development.														
		8 Cranial abnormality.			9 Palate defective.			10 External ears defective.			11 Epicanthis.			12 Other defect in development.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
I-XIX	Poor law schools.	387	171	558	216	133	349	257	81	338	124	101	225	254	160	414
XX-XXVIII....	Certified industrial schools.	160	40	200	67	18	85	106	8	109	28	3	31	122	21	143
XXIX-XXXIV .	Homes and orphanages.	34	79	113	32	30	62	41	9	50	14	18	32	27	38	65
I-XXXIV.......	Total of institutions at which children are boarded.	581	290	871	315	181	496	404	93	497	166	122	288	403	219	622
XXXV-C........	Public elementary.	910	734	1, 644	448	332	780	621	158	779	338	248	586	483	400	883
CI-CVI..........	Other schools....	37	24	61	33	12	45	22	17	39	10	14	24	22	26	48
I-CVI	Grand total of all 106 schools.	1, 528	1, 048	2, 576	796	525	1, 321	1, 047	268	1, 315	514	384	898	908	645	1, 553

Reference No. of schools.	Schools.	13 General balance bad.			14 Expression defective.			15 Frontals overact.			16 Corrugation.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
I-XIX...........	Poor law schools	74	32	106	259	146	405	423	107	530	38	4	42
XX-XXVIII....	Certified industrial schools.	12	6	18	56	21	77	175	14	189	28	5	33
XXIX-XXXIV .	Homes and orphanages.	0	1	1	17	31	48	43	28	71	4	6	10
I-XXXIV.......	Total of institutions at which children are boarded.	86	39	125	332	198	530	641	149	790	70	15	85
XXXV-C........	Public elementary	110	123	233	344	254	598	659	132	791	123	23	146
CI-CVI..........	Other schools	5	11	16	18	22	40	22	13	35	6	2	8
I-CVI	Grand total of all 106 schools.	201	173	374	694	474	1, 168	1, 322	294	1, 616	199	40	239

Reference No. of schools.	Schools.	Analysis of defective nerve signs.											
		17 Orbicularis oculi relaxed.			18 Eye movements defective.			19 Head balance weak.			20 Hand balance nervous.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
I-XIX...........	Poor law schools	126	66	187	120	75	195	66	47	113	93	55	148
XX-XXVIII....	Certified industrial schools.	30	5	35	87	11	98	13	8	21	35	5	40
XXIX-XXXIV .	Homes and orphanages.	12	10	22	37	32	69	1	2	3	2	9	11
I-XXXIV.......	Total of institutions at which children are boarded.	163	81	244	244	118	362	80	57	137	130	69	199
XXXV-C........	Public elementary......	331	243	594	547	329	876	136	245	381	404	415	819
CI-CVI..........	Other schools	8	19	27	7	38	45	3	17	20	16	32	48
I-CVI	Grand total of all 106 schools.	522	343	865	798	485	1, 283	219	319	538	550	516	1, 066

TABLE 2.—*General statistical summary.—Further analysis of cases seen.*—Continued.

Reference No. of schools.	Schools.	21 Hand balance weak.			22 Finger twitches.			23 Lordosis.			24 Other nerve signs.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
I-XIX	Poor law schools	189	66	255	80	25	105	36	45	81	144	71	215
XX-XXVIII	Certified industrial schools.	49	14	63	25	3	28	14	4	18	34	13	47
XXIX-XXXIV	Homes and orphanages.	47	41	88	2	8	10	2	6	8	8	13	21
I-XXXIV	Total of institutions at which children are boarded.	285	121	406	107	36	143	52	55	107	186	97	283
XXXV-C	Public elementary	427	358	785	319	214	533	124	202	326	237	131	368
CI-CVI	Other schools	3	25	28	19	11	30	8	22	30	11	6	17
I-CVI	Grand total of all 106 schools.	715	504	1,219	445	261	706	184	279	463	434	234	668

TABLE 3.—*Analyses of eye cases.*

[Some of these cases presented more than one defect, but are recorded under the principal defect only.]

Conditions of defect of the eye and its appendages.	Poor law schools (I-XIX).			Certified industrial (XX-XXVIII).			Homes and orphanages (XXIX-XXXIV).			Public elementary (XXXV-CVI).			Total number of cases in schools (I-CVI).		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Squint, constant or varying (strabismus)	128	69	197	25	12	37	15	19	34	317	222	539	485	322	807
Short-sightedness, without spectacles	3	2	5	0	1	1	0	0	0	5	8	13	8	11	19
Using concave spectacles	5	2	7	1	0	1	2	0	2	17	21	38	25	23	48
Using convex spectacles	16	10	26	0	0	0	0	2	2	108	140	248	124	152	276
Eye lost by accident	5	8	13	1	0	1	0	0	0	12	10	22	18	18	36
Eye lost from disease	9	4	13	1	0	1	6	4	10	2	4	6	18	12	30
Tremor of the eyes (nystagmus)	6	3	9	0	0	0	0	0	0	19	6	25	25	9	34
Drooping of one or both eyelids (ptosis)	10	2	12	6	0	6	1	0	1	9	9	18	26	11	37
Disease of cornea in various stages. N. B.—Cases of ophthalmia were not recorded	17	9	26	12	4	16	4	2	6	42	39	81	75	54	129
Congenital defects of eye	3	0	3	0	0	0	0	0	0	7	6	13	10	6	16
Pupils unequal	1	3	4	0	0	0	0	0	0	1	0	1	2	3	5
Miscellaneous defects of the eye (including cataract)	2	0	2	8	3	11	0	0	0	10	13	23	20	16	36
Total	205	112	317	54	20	74	28	27	55	549	478	1,027	836	637	1,473

TABLE 4.—*Analysis of cranial abnormalities.*

Abnormal conditions of the cranium.	Poor law schools (I-XIX).			Certified industrial (XX-XXVIII).			Homes and orphanages (XXIX-XXXIV).			Public elementary (XXXV-CVI).			Total number of cases in schools (I-CVI).		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Head small	42	67	109	24	26	50	14	53	67	247	592	839	327	738	1,065
Head large	76	19	95	7	1	8	4	2	6	170	24	194	257	46	303
Bones on cranium, usually frontal	131	24	155	49	3	52	12	16	28	304	83	387	495	127	622
Forehead defective in form, badly shapen or narrow	80	41	121	43	7	50	2	3	5	58	27	85	183	78	261
Frontal vertical ridge	7	4	11	4	1	5	....	1	1	78	21	99	59	27	116
Head asymmetrical in form	22	6	28	9	1	10	1	3	4	52	6	58	84	16	100
Dolico cephalic	7	8	15	7	1	8	....	....	....	28	2	30	43	10	53
Other types (including hydrocephalous), boys, 5; girls, 2; total, 7	22	2	24	17	....	17	1	1	2	10	3	13	50	6	56
Total	387	171	558	160	40	200	34	79	113	947	758	1,705	1,528	1,048	2,576

N. B.—As to cranial abnormalities in rickety children, see "Rickets."

TABLE 5.—*Analysis of condition of palates.* (*I-CVI.*)

	Boys.	Girls.	Total.
Palate narrow	450	291	741
Palate V-shaped	235	171	406
Palate arched, high, or vaulted	86	41	127
Palate cleft	14	8	22
Palate other types, flat, long, etc	10	15	25
	795	526	1,321
Palate defective in cases of rickets	23	8	31
Palate and cranium defective in rickets	21	6	27
Palate defective and nasal bones thick, wide, or sunken	16	15	29
Palate and cranium defective with nasal bones thick or sunken	4	3	7
Cranium abnormal and nasal bones thick, wide, or sunken	36	29	65

TABLE 6.—*Analysis of cases presenting other defects in development.*

[Some of these cases presented more than one of these defects.]

Analysis of a group of cases given in preceding table as "other defects in development."	Poor law schools (I-XIX).			Certified industrial (XX-XXVIII).			Homes and orphanges (XXIX-XXXIV).			Public elementary (XXXV-CVI).			Number of cases in schools (I-CVI).		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Small for age	41	48	89	21	6	27	3	9	12	144	146	290	209	209	418
Adipose type	3	9	12	7	....	7	....	....	....	6	....	6	16	9	25
Icthyosis	7	3	10	....	....	....	....	....	....	3	4	7	10	7	17
Features coarse, lips thick, face large and fat or flat	69	42	111	28	10	38	3	6	9	47	46	93	147	104	251
Forehead hairy	20	3	23	11	....	11	....	....	....	9	....	9	40	3	43
Hands blue and cold, not general cyanosis	13	7	20	1	1	2	....	....	....	3	3	6	17	11	28
Nasal bones wide, thick, or sunken	71	60	131	33	5	38	13	18	31	124	131	255	241	214	455
Bridge of nose in its soft tissue wide and superabundant	3	2	5	2	...	2	....	....	....	28	26	54	33	28	61
Palpebral fissures, or openings of the eyes, small, narrow or ill shapen	14	17	31	16	5	21	5	4	9	63	57	120	98	83	181
Mouth small	1	2	3	3	1	4	1	....	1	22	14	36	27	17	44
Face small	2	3	5	3	....	3	....	....	....	13	8	21	18	11	29
Prognathous, the lower jaw being large, heavy, and prominent	3	....	3	7	....	7	1	....	1	11	....	11	11	....	11
Hare lip	2	1	3	....	....	....	....	....	....	8	4	12	10	5	15
Cleft palate	2	2	4	1	....	1	1	1	2	11	5	16	15	8	23
Frontal or nasal veins large	4	3	7	....	....	....	....	....	....	9	3	12	13	6	19
Congenital cripples	3	2	5	....	....	....	....	1	1	4	6	10	7	9	16

The following small group of defects may be added:

Defects.	Boys.	Girls.	Total.
Palatine crypts, puncta, or grooves adjacent to juncture of hard and soft palate	35	16	51
Face asymmetrical	7	2	9
Orbits oblique	3	5	8
Nævus and "port wine stains"	3	3	6
Moles on faces	1	1	2
Cyanosis	3	......	......
Supernumerary ears	7	3	10
Hydrocephalus	5	2	7
Orbits sunken	3	2	5
Little fingers crooked and partially anchylosed	2	3	5

This group, though not numerous, demands attention, as they presented many defects; the following cases were registered, probably others might have been noted:

TABLE 7.—*Children with hands blue and cold.*

	Number examined.	Nutrition.	Dull.	Development.	Nerve signs.
Boys	17	3	9	12	14
Girls	11	4	6	6	8
Total	28	7	15	18	22

This condition appears to be more common in resident schools, only 1 boy and 2 girls were noted in day schools. This condition appears to be independent of the weather, though cold may increase it and cause chilblains. The months in which these children were seen were as follows: March, girl, 1. July, boy, 1; girl, 1. September, boy, 1; girl, 1. October, boys, 11; girls, 5. November, boy, 4; girl, 3. Among the boys were, cranial abnormalities, 4; defective palate, 3; ichthyosis, 1; ptosis, 1; mentally defective, 2. Among the girls were, cranial abnormality, 1; mentally defective, 3.

N. B.—The number of dull children given above should probably be higher, as 4 boys and 3 girls were in school XI, from which no reports of mental status were received from the teachers.

BINARY DEFECTS IN DEVELOPMENT AND THEIR CONDITION.

The number of binary defects registered was, boys, 1,240; girls, 683; total, 1,923. The number of children presenting binary defects has not been determined; some children presented more than two defects in development, so that their number must have been less than the number of cases given above; probably not 10 per cent of the cases had more than two defects. A fair estimate of the correlative value of combined defects in development may be given, as in tables adjacent.

TABLE 8.—*Showing the relative frequency of binary defects in development (schools I-CVI).*

	Cranial abnormalities.			Palate.			Epicanthis.			Ear.			Other defects in development.		
	Boys	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Cranial abnormalities	....	....	....	153	124	277	46	44	90	194	44	238	281	219	500
Palate	153	124	277	....	....	....	41	33	74	103	17	120	142	73	215
Epicanthis	46	44	90	41	33	74	....	....	....	74	29	103	100	73	178
Ear	194	44	238	103	17	120	74	29	103	....	....	....	106	27	133
Other defects in development	281	219	500	142	73	215	100	73	173	106	27	133	....	....	....

TABLE 9.—*Analysis of cases presenting other abnormal nerve signs.*

[Some of these cases presented more than one of these nerve signs.]

Analysis of a group of cases given in preceding tables as "other abnormal nerve signs."	Poor-law schools (I-XIX).			Certified industrial (XX-XXVIII).			Homes and orphanages (XXIX-XXXIV).			Public elementary (XXXV-CVI).			Number of cases in schools (I-CVI).		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Response in action defective	25	11	36	4	4	8	2	4	6	81	37	118	112	56	168
Speech defective	41	23	63	4	1	5	0	6	6	71	41	112	116	70	186
Motionless or statuesque	0	3	3	0	2	2	0	0	0	2	0	2	2	5	7
Mouth open	31	19	50	15	2	17	6	1	7	82	37	119	134	59	193
Grinning	29	15	44	8	2	10	0	4	4	32	22	54	69	43	112
Pouting, *i. e.*, orbicularis oris in condition of over tonicity	0	0	0	0	2	2	0	0	0	0	0	0	0	2	2
Over mobile—too much spontaneous movement	1	0	1	0	0	0	0	0	0	3	0	3	4	0	4
Tremor	14	7	21	3	0	3	0	0	0	13	4	17	30	11	41
Parinthetic balance of arms. When hands are held out they touch one another with the thumbs turned down	22	7	29	10	4	14	0	0	0	11	4	15	43	15	58
Epilepsy	4	1	5	0	0	0	0	1	1	32	16	48	36	18	54
Paralysis	23	9	32	2	0	2	7	4	11	28	9	37	60	22	82
Ptosis	10	2	12	6	0	6	1	0	1	9	9	18	26	11	37
Nystagmus	6	3	9	0	0	0	0	0	0	19	6	25	25	9	34

PART II.

TABLE 10.—*Showing co-relation of mental dullness, defects in development, nerve signs, and low nutrition.*

UNION SCHOOLS.

Cases presenting the condition of—	Total.			Mental dullness also present in—			Defects in development also present in—			Nerve signs also present in—			Low nutrition also present in—		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Mental dullness	510	281	791	.....	.....	.....	330	192	522	347	176	523	67	52	119
Defects in development	888	475	1,363	330	192	522	.....	.....	.....	543	248	791	159	80	239
Nerve signs	889	388	1,277	347	176	523	543	248	791	.....	.....	.....	154	63	217
Low nutrition	236	93	329	67	52	119	159	80	239	154	63	217	.....	.....	.....

CERTIFIED INDUSTRIAL SCHOOLS.

Mental dullness	223	47	270	.....	.....	.....	148	29	177	.....	.....	.....	22	13	35
Development defects	329	62	391	148	29	177	.....	.....	.....	200	37	237	27	23	50
Nerve signs	332	57	391	151	33	184	200	37	237	.....	.....	.....	34	22	56
Low nutrition	41	28	69	.....	.....	.....	27	23	50	34	22	56	.....	.....	.....

HOMES AND ORPHANAGES (XXIX-XXXIV).

Mental dullness	68	113	181	.....	.....	.....	50	76	126	45	63	108	8	20	28
Defects in development	107	134	241	50	76	126	.....	.....	.....	77	68	145	13	30	43
Nerve signs	112	112	224	45	63	108	77	68	145	.....	.....	.....	6	23	29
Low nutrition	14	35	49	8	20	28	13	30	43	6	23	29	.....	.....	.....

TABLE 10.—*Showing co-relation of mental dullness, etc.*—Continued.

PUBLIC ELEMENTARY SCHOOLS, ETC. (XXXV-CVI).

Mental dullness	1,415	1,022	2,437	.....	.....	.....	870	631	1,501	827	608	1,435	305	310	615
Development defects	2,292	1,564	3,856	870	631	1,501	.....	.....	.....	1,155	743	1,898	534	593	1,127
Nerve signs	2,080	1,517	3,597	827	608	1,435	1,155	743	1,898	.....	.....	.....	441	490	931
Low nutrition	739	817	1,556	305	310	615	534	593	1,127	441	490	931	.....	.....	.....

SUMMARY.

Mental dullness	2,216	1,463	3,679	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Development defects	3,616	2,235	5,851	1,398	928	2,326	.....	.....	.....	1,975	1,096	3,071	.....	.....	.....
Nerve signs	3,413	2,074	5,487	1,370	880	2,250	.....	.....	.....	.....	.....	.....	635	598	1,233
Low nutrition	1,030	973	2,003	402	395	797	733	726	1,459	635	598	1,233	.....	.....	.....

TABLE 11.—*Showing co-relation of combined conditions with mental dullness.*

Combined conditions.	Union schools.						Certified industrial schools.					
	Total cases presenting the combination.			Mentally dull.			Total cases presenting the combination.			Mentally dull.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Defects in development with nerve signs	543	248	791	220	112	332	200	37	237	90	18	108
Defects in development with low nutrition	159	80	239	52	32	84	27	23	50	12	10	22
Defects in development with low nutrition and nerve signs	95	47	142	34	19	53	20	14	34	11	6	17
No defect in development with no nerve sign	......	......	......	44	22	66	......	......	......	13	5	18

Combined conditions.	Homes and orphanages (XXIX-XXXIV).						Public elementary schools, etc. (XXXV-CVI).					
	Total cases presenting the combination.			Mentally dull.			Total cases presenting the combination.			Mentally dull.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Defects in development with nerve signs	77	68	145	28	40	68	1,155	743	1,898	497	305	802
Defects in development with low nutrition	13	30	43	5	18	23	534	593	1,127	222	230	452
Defects in development with low nutrition and nerve signs	4	15	19	2	11	13	293	305	598	145	121	266
No defect in development and with no nerve sign	......	......	......	7	7	14	......	......	......	121	100	221

SUMMARY.

Combined conditions.	Total cases presenting the combination.			Also mentally dull.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Defects in development with nerve signs	1,975	1,096	3,071	835	475	1,310
Defects in development with low nutrition	733	726	1,459	291	290	581
Defects in development with low nutrition and nerve signs	412	381	793	192	157	349
No defect in development and with no nerve sign	525	391	919	185	134	319

TABLE 12.—*Number of children with each defect in development; also giving their co-relations.*

[Percentages are taken on number of cases presenting the defect.]

	Total cases, presenting each defect, among 50,000 children.			With abnormal nerve signs.				With low nutrition.				Reported dull by teachers.			
	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
						P. ct.	*P. ct.*			*P. ct.*	*P. ct.*			*P. ct.*	*P. ct.*
Total of development cases	3,616	2,235	5,851	1,975	1,096	54.6	49.0	732	726	20.2	32.0	1,398	928	38.3	38.7
Cranial abnormalities	1,528	1,048	2,576	850	531	55.6	50.6	392	480	25.7	45.8	634	477	41.4	45.5
Defects of palate	796	525	1,321	441	262	55.4	48.9	173	152	21.7	28.9	324	232	40.7	43.3
Defects of external ear	1,047	268	1,315	566	128	54.0	47.7	196	72	18.7	26.8	340	103	32.4	38.4
Epicanthis	514	384	898	227	160	44.1	41.6	65	73	12.6	19.0	192	136	37.3	35.1
Children small for age	209	209	418	119	110	56.9	52.6	88	101	42.1	48.3	78	79	37.3	37.3
Nasal bones deformed	241	214	455	131	95	54.3	44.3	16	19	6.6	8.8	87	77	36.1	36.0
Features large or coarse	147	104	251	112	68	76.1	65.3	19	17	12.9	16.3	73	43	49.6	41.3
Palpebral fissures small	98	83	181	61	57	62.2	68.6	22	16	22.4	19.2	41	39	41.8	47.0
Mouth small	27	17	44	16	10	59.2	58.8	8	2	29.6	11.7	8	10	29.6	58.8

TABLE 13.—*Nerve signs in co-relation with defects in development, low nutrition, and mental diseases, as reported by the teachers—all schools* (I-CVI.).

Each condition, respectively.	Total.			3 Defects in development.			5 Low nutrition.			6 Mental dullness.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Total of cases presenting abnormal nerve signs (4)	3,413	2,074	5,487	1,975	1,096	3,071	635	598	1,233	1,370	880	2,250
General balance defective (13)	201	173	374	138	86	224	47	56	103	99	72	171
Expression defective (14)	694	474	1,168	493	329	822	191	146	337	369	253	622
Frontals overacting (15)	1,322	294	1,616	583	145	728	221	64	285	548	136	684
Corrugation (18)	199	40	239	105	22	127	45	6	51	91	21	112
Orbicularis oculi relaxed (17)	522	343	865	361	224	585	112	112	224	208	158	366
Eye movements defective (18)	798	485	1,283	500	298	798	130	150	280	329	222	551
Head balance weak (19)	219	319	538	151	178	329	46	109	155	97	145	242
Hand balance weak (21)	715	504	1,219	375	196	571	115	107	222	286	178	464
Hand balance nervous (20)	550	516	1,066	253	205	458	111	158	269	189	170	359
Finger twitches (22)	445	261	706	202	99	301	90	95	185	143	78	221
Lordosis (23)	184	279	463	92	107	199	36	87	123	72	85	157
Other nerve signs (24)	434	234	668	278	135	413	104	58	162	228	125	353

TABLE 14—*Percentages of above defective nerve signs all schools (I—CVI).*

	3 Defects in development.			5 Low nutrition.			6 Mental dullness.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Abnormal nerve signs (4)	57.8	52.8	55.9	18.6	28.4	22.4	40.1	42.4	41.0
General balance defective (13)	68.6	50.0	59.8	23.3	32.3	27.2	49.2	41.5	45.7
Expression defective (14)	71.0	69.4	70.3	27.5	30.8	28.8	53.1	53.3	53.2
Frontals overacting (15)	44.1	49.6	45.0	16.7	21.7	17.6	41.4	46.2	42.3
Corrugation (16)	52.7	55.0	53.1	27.6	15.0	21.3	45.7	52.5	46.8
Orbicularis oculi relaxed (17)	69.1	65.3	67.6	21.4	32.6	25.8	39.8	46.0	42.3
Eye movements defective (18)	62.6	61.4	62.1	16.2	30.9	21.8	41.1	45.7	42.8
Head balance weak (19)	68.9	55.8	61.1	21.0	34.1	28.8	44.2	45.4	44.9
Hand balance weak (21)	52.4	38.8	46.8	16.0	21.2	18.2	40.0	35.3	38.0
Hand balance nervous (20)	46.0	39.7	42.9	20.1	30.6	25.2	34.3	32.9	33.6
Finger twitches (22)	45.3	37.9	42.6	20.2	36.4	26.2	32.1	29.8	31.3
Lordosis (23)	50.0	38.3	42.9	19.5	31.1	26.5	39.1	30.5	33.9
Other nerve signs (24)	64.0	57.6	61.8	23.9	24.7	24.1	52.5	53.4	52.8

PHYSICAL CONDITIONS AS FACTORS IN PRODUCING MENTAL DULLNESS.

As a main purpose in this inquiry has been to demonstrate that inspection of children in schools may afford a basis for estimations of their capacity for mental action the facts bearing directly upon this question have been summarized in the next table. The visible signs observed are mainly in these groups: Defects in development (see tables 11, 12); abnormal nerve signs (see tables 13, 14), and indications of low nutrition. The special value of signs of defects in development is that they are indications of congenital abnormality with a certain amount of probability that the brain functions may not be quite up to the normal capacity. This probability is increased when in addition to visible defects in the development we also see abnormal nerve-signs, which are the direct indication of brain action at the time of inspection. Development defects appear to be factors in producing low nutrition of the body (and brain) even in the well-fed and protected children in resident schools (I-XXXIV), and in a greater degree in the day schools. It seems that when defects in development are associated with low nutrition, the condition of development of body and brain is more probably associated with mental dullness. When we meet with cases of defect in development with low nutrition and abnornal nerve signs we find that 44 per cent are reported by the teachers as mentally dull.

TABLE 15.—*Physical conditions in co-relation with mental dullness as reported by the teachers (schools I-CVI).*

Each condition or combination of conditions, respectively.	Total.			Reported by teachers as mentally dull.			Percentage of dull children taken on number presenting the condition.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Cases presenting some defect in development	3,616	2,235	5,851	1,398	928	2,326	38.6	41.5	39.7
Cases presenting abnormal nerve signs	3,413	2,074	5,487	1,370	880	2,250	40.1	42.4	41.0
Development cases with nerve signs	1,975	1,096	3,071	855	475	1,330	43.2	43.3	43.2
Nerve cases without development defects	1,438	978	2,416	535	405	940	37.2	41.4	38.9
Development cases without nerve signs	1,641	1,139	2,780	541	441	982	32.9	38.7	35.3
Cases presenting low nutrition	1,030	973	2,003	402	395	797	39.0	40.5	39.7
Development cases with low nutrition	733	726	1,459	291	290	581	39.7	39.9	39.8
Development cases with low nutrition and nerve signs	412	381	1,793	192	157	349	46.6	41.2	44.0
Cases without development defects or nerve signs	525	394	919	185	134	319	32.2	34.0	34.7
Response in action defective	112	56	168	75	39	114	67.0	69.0	67.8
Cases with development defects or with nerve signs	5,054	3,213	8,267	1,933	1,333	3,266	38.2	41.4	....
Average among the 50,000 children	6,884	23,143	50,027	2,216	1,463	3,679	8.2	6.3	7.3
Average among the cases noted for some defect	5,579	3,607	9,186	2,216	1,463	3,679	39.7	40.5	40.0

TABLE 16.—*Special group among other defects in development in correlation with abnormal nerve signs, low nutrition, and mental dullness. (I—CVI.)*

Each condition respectively.	Boys.	Girls.	Total.	Abnormal nerve sign.			Low nutrition.			Mental dullness.		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Children small for their age	209	209	418	119	110	229	88	101	189	78	79	157
Bridge of nose thick or sunken	241	214	455	131	95	226	16	19	35	87	77	164
Features coarse or large	147	104	251	112	68	180	19	17	36	73	43	116
Palpebral fissures small	98	83	181	61	57	118	22	16	38	41	39	80
Mouth small	27	17	44	16	10	26	8	2	10	8	10	18
Head small	827	938	1,065	177	372	549	151	399	550	165	353	518
Head asymmetrical	84	16	100	40	7	47	18	3	21	35	6	41

TABLE 17.—*Showing co-relation of binary defects in development respectively with mental dullness, low nutrition, and abnormal nerve signs in percentages taken on number of each combined defect (schools I–CVI.)*

Combined defects.	Total.			Low nutrition.			Abnormal nerve signs.			Mental dullness.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
				Pr. ct.	*Pr. ct.*	*Pr. ct.*	*Pr. ct.*	*Pr. ct.*	*Pr. ct.*	*Pr. ct.*	*Pr. ct.*	*Pr. ct.*
Cranial and other defects	281	219	500	33.4	43.3	37.8	68.0	55.2	62.4	50.0	43.3	47.0
Cranium and palate defective	153	124	277	41.8	46.0	43.6	88.2	51.6	71.8	74.5	45.1	61.3
Cranium and ear defective	194	44	238	24.7	50.0	29.4	60.0	40.9	56.3	35.0	43.1	36.5
Palate and other defect	142	73	215	24.0	24.6	24.1	62.0	45.2	56.2	52.1	41.0	48.3
Epicanthis and other defect	100	73	173	13.0	19.1	15.6	52.0	48.0	50.2	41.0	34.2	38.1
Ear and other defect	106	27	133	18.8	33.3	21.7	68.0	48.1	63.9	40.5	40.7	40.6
Palate and ear defective	103	17	120	14.5	58.8	20.8	54.3	52.8	54.1	39.8	29.8	38.3
Epicanthis and ear defective	74	29	103	14.8	41.3	22.3	43.2	55.1	46,6	28.3	39.0	31.0
Cranial defect and epicanthis	46	44	90	39.1	63.6	51.1	89.1	79.5	84.4	80.4	50.0	65.5
Palate defective and epicanthis	41	33	74	19.5	24.2	21.6	36.5	54.5	44.5	31.7	39.3	35.1

PART III.

TABLE 18.—*Cases feeble-minded or mentally exceptional.*

	Boys.	Girls.	Total.
Number found in schools I–CVI	124	110	a234
Coincident defects:			
Cases defective in development	84	75	159
Abnormal nerve signs	96	77	173
Nutrition low	26	25	51
Development defective, with abnormal nerve signs and low nutrition	17	13	30
Epileptic	5	5	10
Crippled or paralyzed	5	3	8
Eye cases	20	16	36

a Of these 234 cases, Boys 2, Girls 3, Total 5, had cold blue hands.

In one family 3 cases were found attending the same day school. Cases occurring in the poor law schools have been given in detail. In a poor law school there were also 3 from one family.

TABLE 19.—*Children reported on investigation to be feeble-minded or mentally exceptional, or so reported by the teachers.*

Reference No.	Schools.	Number seen in schools.		Idiots.		Imbeciles.		Mentally exceptional.		Feebly-gifted. a	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
I–XIX	Poor law	44	41	......	......	12	7	......	1	32	33
XX–XXVIII	Certified industrial.	......	6	......	......	......	......	......	2	......	4
XXIX–XXXIV	Homes and orphanages.	2	13	......	......	......	2	......	......	2	11
XXXV–CVI	Day schools b	78	50	2	0	18	7	3	6	55	37
Total	......	124	110	2	0	30	16	3	9	89	85

a Many cases registered as "Feebly-gifted" were very low class.

b It is probable that among those entered as "Feebly-gifted mentally," some would be found, on further examination, to be really imbecile, and many capable of great improvement; of the imbecile cases, 2 boys and 2 girls were also epileptic.

TABLE 19, a.—*Poor law (district and separate) schools (I–XIX), epileptic children, or cases with history of fits.*

Sex.	No.	Age.	Standard.	History of cases.
Girl	553	14	VI	Palate V-shaped. At times seems quite lost, at other times insolent or sulky; very naughty. Possibly petit mal.
Boy	2950	10	I	Ears very large; frontals overact; hands balance with thumbs drooped and approximated dull and stupid; restless and inattentive; epileptic.
Boy	1171	14	II	Head small, 19 inches, not badly shapen; short and too small for age; expression quite wanting; mouth open; hands balance with thumbs drooped; general balance asymmetrical and stiff, with slight inclination of body forward; epileptic; below the average in intelligence.
Boy	221a	15	IV	Forehead rather narrow; palate normal; epicanthis slightly developed; expression rather wanting; slight tremor of fingers, left hand only, and its balance is rather weak; has had epileptic fits; mentally very dull.
Boy	310	10	Primer	Physiognomy average; expression wanting; said to have had epileptic fits at home, none in school; mentally dull.

These five cases were the only children with any evidence as to epilepsy. In the certified industrial schools (XX–XXVIII) no epileptics were found. In the homes and orphanages (XXIX–XXXIV) only one epileptic child was found. This case is the last on the following table.

TABLE 20.—*Public elementary and other schools (XXXV–CVI). Epileptic children, or cases with history of fits.*

Reference No. 649; girl; age, 11; standard, III9 Big for class, expression and balance normal, but head often held in asymmetrical posture; eyes much turned down; reported to have had fits till eighteen months ago.

1042; girl; age, 11; standard, III: Head well made, palate slightly V-shaped; wanting in cheerful expression; wanting in spontaneous movement; hands blue with cold; speaks fairly well; fairly regular in attendance; very vacant at times; below average ability; possibly attacks of petit mal.

2366; boy; age, 12; standard, I: Physiognomy, normal; expression fixed, with corrugation; O. oculi relaxed; thin and pale; stammers; is weak and dull, and is said to have had fits.

2394; boy; age, 5; infant standard: Head, small; too motionless; without expression; looks pale, thin, and delicate; is said to have had fits at home, none in school; a good child, not lively; reads fairly well.

2487; boy; age, 10; standard, IV: Head, large; frontal bosses; expression bright; reported as dull in school; has had a few occasional fits at home, none in school.

2901; girl; age, 13; standard, VII: Head and features normal; expression wanting; eyes wander and do not fix well; hand-balance, feeble; movements uncertain; she looks at others before moving as told; nerve system probably not sound; very dull in school, but improving; has fits at home, none in school.

3178; boy; age, 11; standard, IV: Epicanthis; expression, wanting; smiles much; looks deficient in intellect; speech defective and indistinct; did not talk till five years of age; general appearance healthy; reported as "very good and well conducted; very nervous; ability average in all subjects except reading, which is owing to defect in speech; has fits in school."

3365; boy; age, 14; standard, III: Not seen, being absent from fits; reported epileptic and dull.

5905; boy; not seen; out of school; reported as epileptic, with no mental power.

5278; girl; age, 12; standard, III: Head and features normal; expression fixed, with corrugation; hand-balance feeble; response slow; reported as a nervous, frightened child; said to have fits, but has had none in school.

5355; boy; age, 13; standard, VI: Head, features, expression normal; hand-balance weak; lordosis; a clever boy; conduct very good; has epileptic fits both at home and in school.

5356; boy; age, 12; standard, III: Frontal bosses; palate narrow; expression wanting in changefulness; very dull or mentally defective; conduct good; epileptic.

7488; boy; age, 8; standard, I: Head and features normal; no abnormal nerve-signs observed; presented as "very dull; said to have had fits at home sequent to a fall, none in school."

6624; boy; age, 7; standard, I: Features and expression normal; O. oculi relaxed; squint; uses glasses; intelligent, but a solitary child: never plays with other children; clean and not vicious; has had fits at home, none lately.

6625; boy; age, 9; standard, I: Frontal bosses; pale and pigeon-breasted; features good; expression wanting in changefulness; speech defective; response slow; has fits; not much below average in mental capacity.

7345; girl; age, 8; standard, I: Physiognomy normal; expression bright; dull in school; used to have fits, none now; never in any school.

7371; girl; age, 8; standard, II: Head small; circumference, 19.5 inches; very thin; expression too still; response in movement good; a good child, but dull; epileptic.

7390; girl; age, 10; standard, IV: Physiognomy and expression, etc., normal; reported of average attainments, but very nervous; said to have fits at home, none at school.

230 (1889); girl; age, 8; infant standard: Head normal; palate arched and narrow; epicanthis very slight; expression and nutrition good; very dull; can not speak plainly; said to have had a fit of twelve hours' duration last year.

263 (1889); boy; age, 5; infant standard: A small child; nutrition good, but pale; forehead very shallow; frontals overact finely, with corrugation; "puzzles teacher; clever at lessons, but at times looks silly and can not be got to speak for a while;" reads and spells well; clever at lessons when he will work; possibly a case of petit mal.

287 (1889); boy; age, 11; standard, III: Physiognomy normal, and head of good size; hands nervous balance; slight lordosis; thin, pale; not troublesome; used to have fits.

325 (1889); girl; age, 8; standard, I: Development average; a varying divergent squint; reported very bright, but very nervous; said to be subject to fits.

785; girl; age, 6; infant standard: Development signs average; looks silly; turns away her head when spoken to; rests her head on the table; troublesome in school; dirty; average in school lessons; has fits.

821 (1889); boy; age, 10; standard, IV: No points observed; reported as intelligent, but has fits at school, lasting some seconds; he falls down and kicks; has had 160 fits in one day.

828 (1889); boy; age, 14; standard, VI: Average development; right hemiplegia from infancy; writes with left hand; only ordinary intelligence; has fits, none in school.

6184; girl; age, 9; standard, II: Well-made; eyes do not follow well; response not bad, but not very exact; reported "very defective in intelligence, and epileptic."

6185; girl; age, 8; infant standard: Head very small, 18.5 inches circumference, not badly shapen; ears badly made in rim; expression wanting; no response in action; will not speak; thin; does not speak; can not read or write, but appears to understand some things said; mentally defective, and epileptic.

7089; girl; age, 11; standard, II: Physiognomy average; hands balance in "nervous posture," with finger twitches; reported dull, with epileptic fits in school.

6097; girl; age, 6; infant standard: Not seen, but reported by teacher as "dull and epileptic."

89 (1888); girl; age, 8; standard, I: Forehead rather narrow; mouth kept open; wanting in expression; pale, thin, and has a cough; "at times seems wanting mentally; will then give ridiculous answers;" probably mentally defective with petit mal.

4490; boy; age, 13; standard, II: Has left school, but was sent for by teacher; was in school four years, and practically did no work; at last fits became so strong as to interfere with the school; expression bright; eyes not well moved.

3988; boy; age, 12; standard, V: Frontal vertical ridge; frontals overact; O. oculi lax; tremor; quiet and intelligent; said to have had fits, none in school.

5780; boy; age, 9; standard, III: Physiognomy average; hands balance in "nervous posture," with finger twitches; infantile palsy of right leg, which is short; an average boy, but used to have fits in infant school.

4204; girl; age, 8; standard, III: Palate narrow; expression bright; speaks well; thin; very dull in learning, but well behaved; has had fits, but none in school.

4226; boy; age, 13; standard VI: Strong and well built; expression wanting; smiles too much; eyes not well moved; reported "very uneven in work; learns some subjects quickly and easily, at others he is hopeless; epileptic from 6 years old; sometimes two or three fits a day in school."

4263; boy; age, 10; standard, III: Head normal; expression bright; eyes not well moved; has a bad memory, and fits in school.

6854; boy; age, 6; infant standard: Head small; bridge of nose thick; expression wanting; head-balance weak, and general balance very asymmetrical; movements slow; very thin; said to be very spiteful; claws other children; has severe fits at home, none in school. Mentally bright.

6868; boy; age, 5; infant standard: Head small; child thin; very spiteful; pulls children's hair; mentally average; has had fits at home, often away ill, never fits in school.

6719; boy; age, 12; standard, VI: Squint; epileptic; was sharp till fits came on; now does an average, but with an effort.

4669; boy; age, 10; standard, V: Palate narrow; "suffers from fits; average intelligence."

4841; boy; age, 9; infant standard; head well made; ears plain; expression wanting; frontals overact; O. oculi relaxed; generally overmobile; reported "epileptic and unable to learn."

5038; boy; age, 10; standard, IV: Physiognomy and nerve signs normal; reported "mentally dull, with fits at home, never any in school."

5592; boy; age, 10; standard, I: Palate V-shaped; ears outstanding; "suffers from fits."

6602; girl; age, 11; standard, II: Eyes not well moved; works well in school, but has fits.

7785; boy; age, 6; infant standard: Eyes not well moved; said to have fits at home; none in school; very dull.

7824; boy; age, 5; infant standard: Dolichocephalic; thin; said to have fits at home (doubtful).

7828; boy; age, 4; infant standard: Bandy legs; said to be subject to fits at home; "dull and vicious."

7906; boy; age, 13; standard, II: Bridge of nose thick in bone; expression wanting; "fits in school in which he will fall on the floor; dull at work; brother epileptic."

4136; girl; age, 11; standard, II: Head and physiognomy normal, but palate V-shaped; eyes not well moved; reported "very dull over lessons; well behaved on the whole; has fits occasionally."

TABLE 21.—*Children crippled, maimed, or deformed* (*not eye cases*).

Schools I–CVI.	Boys.	Girls.	Total.
Disease of hip in various stages, mostly healed	24	18	42
Disease of spine in various stages, mostly healed	25	17	42
Contracted knee-joint	6	3	9
Crippled from disease or injury of upper extremity, not included in other groups	11	2	13
Crippled from disease or injury of lower extremity	7	4	11
Leg amputated	15	8	23
Arm amputated	....	1	1
Congenital absence of greater part of upper extremity	3	2	5
Congenital absence of hand	....	4	4
Congenital defect of make of hand	4	2	6
Infantile paralysis of upper extremity	10	4	14
Infantile paralysis of lower extremity	32	6	38
Hemiplegia	14	9	33
Paraplegia	2	2	4
Wry neck	1	1	2
Congenital absence of foot	....	1	1
Facial paralysis	1	....	1
Total	155	81	239
Cripples from congenital defect	7	9	16
Cripples from disease or injury	88	53	141
Cripples from paralysis	60	22	82
Total	155	84	239

TABLE 21.—*Cases crippled or maimed (not eye cases).*

Disease, injury, defect, or paralysis, etc.	Union schools, I-XIX.			Certified industrial schools, XX-XXVIII.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Disease of hip, in various stages, mostly healed	9	3	12		1	1
Disease of spine, in various stages, many healed	10	5	15			
Disease of spine, in various stages, mostly healed				2	1	3
Contracted kneejoint	1		1	1		1
Crippled from disease or injury of upper extremity	7	1	8	1		1
Crippled from disease or injury of lower extremity, not included in other groups	3	1	4			
Leg amputated	7		7			
Congenital absence of greater part of upper extremity	1	1	2			
Congenital absence of hand		1	1			
Defect in make of hand	2		2			
Infantile paralysis of upper extremity	3	2	5			
Infantile paralysis of lower extremity	13	4	17	1		1
Hemiplegia	7	2	9			
Paraplegia		1	1			
Facial paralysis	1		1			
Total	64	21	85	5	2	7

Disease, injury, defect, or paralysis, etc.	Homes and orphanages (XXIX-XXXIV).			Public elementary schools, etc. (XXXV-CVI).		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Disease of hip, in various stages, mostly healed	2	3	5	13	11	24
Disease of spine, in various stages, many healed	4	5	9			
Contracted kneejoint		1	1	4	2	6
Crippled from disease or injury of upper extremity	1		1			
Crippled from disease or injury of lower extremity, not included in other groups	1	1	2			
Leg amputated	4	3	7	4	5	9
Congenital absence of hand		1	1		2	2
Infantile paralysis of lower extremity	5		5			
Hemiplegia		2	2	7	5	12
Paraplegia	2	1	3			
Wry neck		1	1	1		1
Disease of spine, in various stages, mostly healed				9	6	15
Crippled from disease or injury of upper extremity, not included in other groups				2	1	3
Crippled from disease or injury of lower extremity				3	2	5
Arm amputated					1	1
Congenital absence of greater part of upper extremity				2	1	3
Congenital defect in make of hand				2	2	4
Infantile palsy of upper extremity				7	2	9
Infantile palsy of lower extremity				13	2	15
Congenital absence of foot					1	1
Total	19	18	37	67	43	110

PART IV.

Table 22.—*Conditions of defective development. Percentages in cases seen in 20 districts. Public elementary schools (XXXV-C).*

Areas.	Number of children seen.			Percentage of development conditions respectively upon number of children seen.															3 Percentage of development cases on total seen.			Percentage of development conditions respectively upon the development cases.														
				8 Cranial abnormality.			9 Palate defective.			10 External ears defective.			11 Epicanthis.			12 Other defect in development.						8 Cranial abnormality.			9 Palate defective.			10 External ears defective.			11 Epicanthis.			12 Other defect in development.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
A. Kensington, Chelsea, and Pimlico	1,385	1,127	2,512	6.4	4.1	5.4	3.6	2.9	3.3	5.0	1.2	3.3	2.0	2.8	2.3	2.4	1.8	2.2	15.0	9.6	12.6	44.5	43.1	42.7	24.4	30.2	26.4	33.4	12.8	26.1	13.4	29.3	18.8	16.7	19.2	17.6
B. Marylebone	1,221	1,221	2,435	5.9	4.1	5.0	2.9	2.9	2.9	3.1	0.9	2.0	1.1	1.3	1.2	2.0	3.2	2.6	11.6	9.5	10.5	50.0	43.9	47.8	25.0	31.0	28.0	26.9	9.4	19.0	10.0	13.7	11.6	17.7	34.4	25.2
C. St. Pancras	779	624	1,403	4.2	4.4	4.3	4.6	3.2	3.9	5.5	1.4	3.6	3.8	2.7	3.3	3.8	2.8	3.4	15.7	11.2	13.6	26.8	40.0	31.6	29.2	28.5	20.0	34.1	12.8	26.4	24.3	24.2	23.8	24.3	25.7	24.8
D. Strand	483	452	936	4.7	6.6	5.8	1.6	1.7	1.7	3.3	0.6	2.0	0.6	1.3	0.9	0.8	2.2	1.4	9.7	11.5	10.5	48.9	61.5	55.5	17.0	15.4	16.0	34.0	57.7	19.0	6.3	11.5	9.0	8.5	19.2	14.0
E. Clerkenwell	1,177	1,103	2,280	5.3	4.2	4.8	1.5	1.0	1.2	2.1	0.9	1.5	1.1	1.0	1.0	2.8	1.9	2.3	10.7	8.0	9.3	50.0	53.4	51.4	14.2	12.5	13.5	20.0	11.3	16.3	11.1	12.5	11.6	26.1	23.8	25.2
F. Islington	876	802	1,678	3.0	3.8	3.3	1.6	0.7	1.1	1.3	0.6	1.0	2.0	0.9	1.4	2.0	2.6	2.3	8.2	6.6	7.4	36.1	58.5	45.6	19.4	11.3	16.0	16.6	9.4	13.6	31.9	13.2	19.2	25.0	39.6	31.2
G. City of London	321	890	911	5.2	7.4	6.6	2.8	2.7	2.7	3.1	0.5	1.4	2.0	0.8	1.2	1.8	3.3	2.8	11.5	12.0	11.8	46.0	62.0	56.4	24.3	22.5	23.1	27.0	4.2	12.0	16.2	7.0	10.2	16.2	28.1	24.0
H. Whitechapel	2,430	2,521	4,951	4.2	3.8	4.0	1.9	1.7	1.7	3.0	1.1	2.0	1.1	1.1	1.1	2.4	1.8	2.1	10.2	7.9	9.0	40.8	49.0	44.4	16.8	22.5	19.3	29.2	14.5	22.6	11.6	14.0	12.6	24.0	23.5	23.7
I. Stepney	846	807	1,653	5.5	4.2	4.8	3.1	3.7	3.4	3.6	1.2	2.4	2.3	1.7	2.0	1.3	2.2	1.7	13.8	11.8	12.8	40.0	35.4	38.0	13.0	31.2	26.7	26.5	10.4	18.7	17.0	14.5	15.9	9.4	18.7	13.6
J. St. George's-in-the-East	665	576	1,241	7.8	4.8	6.4	1.9	2.7	2.3	5.8	1.5	3.8	3.0	1.9	2.4	4.0	5.2	4.5	16.8	10.9	14.1	46.4	44.4	45.7	11.6	25.4	16.5	34.8	14.2	27.4	16.9	17.4	17.1	24.1	47.6	32.5
K. Bethnal Green	718	632	1,350	5.1	1.2	3.3	3.0	3.1	3.0	4.4	1.1	2.8	2.6	1.2	2.0	3.0	2.0	2.5	15.0	6.4	10.9	34.2	20.0	30.4	20.4	50.0	28.3	29.6	17.5	26.3	17.5	20.0	18.2	20.4	32.5	23.6
L. Hackney	330	206	536	4.5	9.0	6.1	5.5	2.5	4.3	3.9	1.4	3.0	0.6	1.0	0.7	1.8	2.5	2.0	11.2	12.1	11.5	40.5	72.0	53.2	48.5	20.0	37.1	35.1	12.0	25.8	5.4	8.0	6.4	16.2	20.0	17.7
M. Battersea	982	957	1,939	6.0	5.7	5.9	2.6	1.0	1.8	1.8	0.4	1.1	3.1	1.1	2.1	3.8	3.2	3.5	14.0	8.7	11.4	43.5	65.4	51.8	18.8	11.9	16.2	12.3	4.7	9.9	22.4	13.0	18.9	27.5	36.9	31.0
N. Camberwell, Walworth, and Stockwell	754	1,090	1,844	6.6	3.0	4.4	2.5	2.0	2.7	3.8	1.1	2.2	1.7	1.6	1.1	2.9	2.3	2.6	12.4	7.8	9.7	53.2	37.2	45.5	20.2	24.4	22.2	30.8	13.9	22.7	13.8	20.9	11.6	23.4	30.2	26.6
O. Bermondsey and St. Saviour's	1,135	773	1,908	6.2	3.6	5.1	2.2	1.2	1.8	3.7	0.5	2.4	1.4	1.6	1.0	4.4	1.2	3.1	13.5	7.0	10.9	46.1	51.8	47.5	16.2	18.5	16.8	27.9	7.4	22.6	11.0	24.0	14.4	33.3	18.5	29.3
P. Deptford, Greenwich, and Woolwich	1,347	1,221	2,568	3.7	5.3	4.5	2.0	1.9	2.0	2.6	0.9	1.8	1.4	1.3	1.4	2.4	2.5	2.7	9.6	9.3	9.5	39.2	57.0	47.5	20.7	19.3	20.0	26.9	10.5	19.2	14.6	14.9	14.7	24.6	27.2	25.8
Q. Lewisham	450	403	853	3.1	6.0	4.5	1.7	0.5	1.1	2.1	0.5	1.8	2.0	1.5	1.7	2.2	1.0	1.6	10.0	9.2	9.6	31.1	67.5	47.5	17.7	5.4	12.1	31.1	5.4	19.5	20.0	16.2	18.2	22.2	10.8	17.0
R. Guildford	364	311	675	4.9	5.4	5.2	2.4	0.3	1.4	0.9	1.0	1.4	0.8	0.6	0.7	2.2	2.5	2.3	10.4	7.7	9.1	47.3	70.8	56.4	23.6	4.1	16.1	18.4	12.5	16.1	7.9	8.3	8.0	21.0	33.3	25.0
S. Croydon	801	632	1,433	5.0	2.5	3.9	2.2	1.2	1.1	5.0	0.8	3.2	2.1	1.4	1.8	2.5	2.2	2.1	13.6	6.9	10.6	36.7	36.3	36.6	16.5	18.1	17.0	36.7	11.3	31.0	15.6	20.4	17.0	15.5	31.8	20.2
T. Weybridge District	1,079	906	1,985	2.7	3.7	3.2	2.0	1.5	2.0	3.2	0.5	2.0	2.5	2.0	2.3	2.5	1.6	2.1	11.6	8.2	10.1	23.7	45.3	32.0	17.4	18.6	18.0	27.7	6.6	20.0	22.2	24.0	23.0	22.2	20.9	21.7
Total cases seen	18,137	16,854	34,991	5.0	4.3	4.6	2.4	1.9	2.2	3.4	.9	2.2	1.8	1.4	1.6	2.6	2.3	2.5	12.2	8.2	10.5	41.1	49.1	44.3	20.2	22.2	10.6	28.0	10.6	10.5	15.2	16.6	15.8	21.8	26.8	23.8

This table represents the distribution of cases of "some defects in development." (See column No. 8 in the centre of the table.) Next it shows the ratio of each defect upon the number seen in each area. (See columns 8 to 12 on the left hand.) It shows also the ratio of each defect upon the cases of mal-development. (See columns 8 to 12 on the right hand.) It must be observed: (1) That the data contained in the table are necessarily limited. The children examined in the several areas were comparatively but a small proportion of the child-population of each district. (2) That in order to draw final conclusions as to the causation of defects and their distribution in various locations, a much larger number of children must be seen.

NOTE.—Letters in first column refer to the groups in Table 35. A is a wealthy district. G and D are districts among high block buildings. As to these children see paper appended from the transactions of the sanitary institute. S, a town 12 miles from London, surrounded by country. R and T are rural districts. The poorer districts and those middle class are indicated by reference to the key on table.

TABLE 23.—***Showing distribution of certain conditions, and combinations of conditions in 20 districts.***

Districts.	Small heads.			Small children.			Rachitic children.			Development cases with nerve signs.			Development cases without nerve signs.			Nerve cases without development defects.			Development cases with nerve signs and low nutrition.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
A. Kensington, Chelsea, and Pimlico	21	22	43	9	3	12	6	6	12	120	62	182	89	47	136	60	56	116	34	2	36
B. Marylebone	6	31	37	11	14	25	13	6	19	85	63	148	56	53	109	35	50	85	30	24	54
C. St. Pancras	7	18	25	4	4	8	6	0	6	56	37	93	67	33	100	48	22	70	14	13	27
D. Strand	7	32	39	0	2	2	4	0	4	18	23	41	29	29	58	20	12	32	5	11	16
E. Clerkenwell	32	45	77	19	6	25	3	0	3	42	37	79	84	51	135	66	59	125	14	13	27
F. Islington	12	29	41	3	11	14	5	0	5	31	15	46	41	38	79	59	20	79	6	5	11
G. City of London	4	36	40	2	15	17	6	1	7	13	47	60	24	24	48	23	24	47	3	17	20
H. Whitechapel	24	67	91	20	15	35	18	4	22	130	82	212	120	118	238	139	117	256	30	24	54
I. Stepney	8	18	26	1	3	4	11	2	13	66	52	118	51	44	95	35	56	91	20	31	51
J. St. George's-in-the-East	7	17	24	10	10	20	1	0	1	73	39	112	39	24	63	53	24	77	27	20	47
K. Bethnal Green	8	2	10	6	1	7	3	1	4	59	25	84	49	15	64	52	19	71	15	7	22
L. Hackney	9	18	27	1	5	6	1	0	1	20	9	29	17	16	33	20	6	26	4	4	8
M. Battersea	30	50	80	18	15	33	8	0	8	52	33	35	86	51	137	48	25	73	16	11	27
N. Camberwell, Walworth, and Stockwell	10	29	39	4	8	12	2	2	4	47	31	78	47	55	102	26	82	108	15	19	34
O. Bermondsey and St. Saviour's	2	23	25	13	2	15	10	0	10	92	20	112	62	34	96	70	28	98	21	12	33
P. Deptford, Greenwich, and Woolwich	16	53	69	8	14	22	3	0	3	55	53	108	75	61	136	65	60	125	11	21	22
Q. Lewisham	7	25	32	4	0	4	1	0	1	21	13	34	24	24	48	22	11	33	0	4	5
R. Guildford	3	17	20	2	5	7	2	0	2	19	6	25	19	18	37	17	9	26	1	3	4
S. Croydon	11	16	27	1	4	5	3	1	4	45	20	65	64	24	88	24	23	47	11	7	18
T. Weybridge District	9	32	41	3	5	8	2	0	2	54	24	78	72	51	123	41	20	61	7	12	19

NOTE.—Letters in first column refer to groups in Table 35.

TABLE 24.—*Conditions of defective development; percentage of defects on total number of children seen in union district schools—Poor law schools.*

Reference No.	Schools.	Number of children seen.			8 Cranial abnormality.			9 Palate defective.			10 External ear defective.			11 Epicanthis.			12 Other defect in development.			13 Percentage of development cases on total number seen.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
XIX..	Sutton......	994	750	1,744	6.9	4.6	5.9	5.2	[a]1.7	3.8	5.4	2.8	4.3	2.7	3.2	2.9	2.5	2.2	2.4	16.2	10.2	13.5
II.....	Banstead ...	288	197	485	4.8	1.5	3.5	2.7	6.6	4.3	3.8	2.5	3.3	1.7	3.5	2.4	4.1	3.5	3.9	12.5	13.7	13.0
I......	Anerley	435	319	754	6.9	3.4	5.4	1.8	4.7	3.0	5.0	4.0	4.6	.9	2.2	1.4	3.2	3.7	3.4	13.5	13.4	13.2
VI....	Forest gate.	285	229	514	2.4	5.2	3.6	3.1	7.0	4.8	3.5	2.2	3.0	2.4	4.3	3.3	4.6	3.5	4.0	12.2	15.2	13.5
VII...	Hanwell (1889).	637	440	1,077	5.0	3.2	1.9	2.2	[a]1.6	1.9	1.1	.5	.8	1.4	.5	1.0	2.6	1.3	2.1	8.1	5.9	7.2
X.....	Leavesden..	376	264	640	7.4	1.9	5.1	2.6	1.8	2.3	5.0	3.0	4.2	2.1	1.8	2.0	3.2	4.1	3.6	13.3	10.9	12.3
XII...	Mitcham....	292	188	480	9.6	3.7	7.3	3.7	2.6	3.3	3.4	1.0	2.5	2.7	2.1	2.5	6.1	5.3	5.8	17.4	10.6	15.0
XIV..	Plashet.....	123	75	198	3.2	2.6	3.0	4.0	2.6	3.5	4.8	0	3.0	3.2	2.6	3.0	3.2	3.0	3.5	15.4	10.6	13.6
V.....	Chase Farm (Enfield).	210	146	347	6.0	4.8	5.4	7.4	6.8	7.2	4.0	3.4	3.7	.5	3.4	1.7	4.0	6.1	4.9	16.4	16.4	16.4
VIII .	Isleworth...	143	106	249	7.6	5.0	6.4	3.5	3.7	3.6	6.3	1.0	4.0	2.8	1.0	2.0	4.8	4.7	4.8	20.2	13.2	17.2
IV....	Edmonton ..	122	125	247	9.0	.8	4.8	5.7	4.8	5.2	6.5	.8	3.6	5.7	6.4	6.0	6.5	4.0	5.2	21.3	15.2	18.2
XIII .	Mile End ...	206	153	359	2.4	5.2	3.6	2.0	1.3	1.6	1.0	1.3	1.1	1.0	1.3	1.1	3.0	2.6	2.7	8.7	9.1	8.9
III ...	Brentwood .	279	202	481	8.2	4.4	6.6	3.5	4.0	3.9	8.0	4.0	6.2	2.8	2.5	2.7	7.5	3.9	5.8	21.5	12.8	17.8
XI ...	Leytonstone	307	220	527	4.2	2.3	3.4	2.6	3.6	3.0	4.5	1.7	3.4	2.6	6.0	4.0	5.5	10.4	7.5	13.6	19.0	15.9
IX ...	Islington ...	220	196	416	6.0	13.2	9.3	3.1	4.5	3.8	1.3	0	.7	.9	1.5	1.2	4.5	10.2	7.2	13.1	17.8	12.9
XV...	Marylebone (Southall).	175	138	313	10.3	7.9	9.2	4.5	2.1	3.5	2.2	0	1.2	2.2	.7	1.6	8.5	1.4	5.4	21.1	8.0	15.6
XVI..	St. Edward's (Totteridge).	0	199	199	0	10.0	10.0	0	3.5	3.5	0	2.0	2.0	0	1.0	1.0	0	5.5	5.5	0	13.0	13.0
XVII.	St. Mary's (North Hyde).	591	0	591	9.3	0	9.3	5.5	0	5.5	7.2	0	7.2	.7	0	.7	6.4	0	6.4	19.6	0	19.6
XVIII	St. Vincent's (Mill Hill).	210	0	210	6.6	0	6.6	.5	0	.5	1.9	0	1.9	5.7	0	5.7	5.2	0	4.2	15.7	0	15.7
	Totals .	...	...	.....	6.5	4.3	5.6	3.6	3.6	3.6	4.3	2.5	3.4	2.1	2.5	2.2	4.3	4.0	4.2	15.0	12.0	14.8

[a] The palate was examined in each child except in these two schools, where it was examined in some cases only.

TABLE 25.—*Arranged to compare conditions of children in groups of day schools corresponding in area with certain poor law schools respectively; percentage of children presenting each department respectively, taken on the number of children seen.*

Reference No.	Reference to union.	Reference to the locality and area	Number seen in the area.			Development cases on total number seen.			Cranial abnormalities.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
XIX	Sutton	I; O; LX; LXXVIII.	2,580	2,136	4,716	14.4	10.0	12.4	8.3	6.5	7.5
II	Banstead	A	1,385	1,127	2,512	15.0	9.6	12.6	6.4	4.1	5.4
I	Anerloy	M. 2	1,432	1,360	2,792	12.7	8.8	10.8	5.1	5.0	5.5
VI	Forest Gate	H	2,430	2,521	4,951	10.2	7.9	9.0	4.2	3.8	4.0
VII	Hanwell (1889)	G; LXXIX; LXXIV.	705	958	1,663	11.7	12.4	12.0	6.1	7.5	6.8
X	Leavesden	C	779	624	1,403	15.7	11.2	13.6	4.2	4.4	4.3
XII	Miltcham	E	1,177	1,103	2,280	10.7	8.0	9.3	5.3	4.2	4.8
XIV	Plashet	J	665	576	1,241	16.8	10.9	14.1	7.8	4.8	6.4
V	Chase Farm (Enfield).	CII	49	345	394	6.1	5.5	5.6	4.0	2.8	3.0
IV	Edmonton	D	484	452	936	9.7	11.5	10.5	4.7	6.6	5.8
III	Brentwood	L	330	206	536	11.2	12.5	11.5	4.5	9.0	6.1
XI	Leytonstone	K	718	632	1,350	15.0	6.3	10.9	5.1	1.2	3.3
IX	Islington	F	876	802	1,678	8.2	6.6	7.4	3.0	3.8	3.3
XV	Marylebone (Southall)	B	1,214	1,221	2,435	11.6	9.5	10.5	5.9	4.1	5.0
XVI, XVII, XVIII.	Irish poor law schools.*a*	....	317	293	610	14.8	10.9	12.9	8.5	4.0	6.3

Reference No.	Palate defective.			External ear defective.			Epicanthis.			Other defect in development.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
XIX	3.9	3.9	3.9	5.3	1.5	3.4	2.7	2.4	2.5	4.5	3.4	4.0
II	3.6	2.9	3.3	5.0	1.2	3.3	2.0	2.8	2.3	2.4	1.8	2.2
I	2.3	.8	1.6	2.2	.4	1.3	2.7	1.1	2.0	3.3	2.5	2.9
VI	1.9	1.7	1.7	3.0	1.1	2.0	1.1	1.1	1.1	2.4	1.8	2.1
VII	1.7	3.3	2.5	3.4	.5	2.0	1.4	1.1	1.3	3.2	3.1	3.1
X	4.6	3.2	3.9	5.5	1.4	3.6	3.8	2.7	3.3	3.8	2.8	3.4
XII	1.5	1.0	1.2	2.1	.9	1.5	1.1	1.1	1.1	2.8	1.9	2.3
XIV	1.9	2.7	2.3	5.8	1.5	3.8	3.0	1.9	2.4	4.0	5.2	4.5
V	......	.8	.7	......	.2	.2	2.0	.2	.5	......	1.7	1.7
IV	1.6	1.7	1.7	3.3	.6	2.5	.6	1.8	.9	.8	2.2	1.4
III	5.5	2.5	4.3	3.9	1.4	3.0	.6	1.0	.7	1.8	2.5	2.0
XI	2.0	3.1	3.1	4.4	1.1	3.0	2.6	1.2	2.0	3.0	2.0	2.5
IX	1.6	0.7	1.1	1.3	.6	1.0	2.0	.9	1.4	2.0	2.6	2.3
XV	2.9	2.9	2.9	3.1	.9	2.0	1.1	1.3	1.2	2.0	3.2	2.6
XVI, XVII, XVIII	1.2	2.7	1.9	5.9	1.0	3.6	2.2	2.0	2.1	4.7	5.9	5.2

a For these poor law schools no corresponding schools except LXIX.

TABLE 26.—*Giving general analysis of conditions of children, arranged as to residence, social position, and nationality, on percentages taken in number of children seen.*

Reference Nos.	Groups of schools.	Number of children seen.			Children noted.			Development cases.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
I-XIX..............	Poor law schools...........	5,884	3,947	9,831	22.6	17.3	20.5	15.0	12.2	13.8
XX-XXVIII......	Certified industrial schools.	1,588	407	1,995	31.4	22.3	29.6	20.7	15.2	19.6
XXIX-XXXIV ...	Homes and orphanages....	774	1,049	1,823	22.2	17.7	19.6	13.8	12.7	13.2
I-XXXIV.........	Resident schools...........	8,246	5,403	13,649	24.1	17.7	21.6	16.0	12.4	14.6
XXXV-CVI.......	Day schools	18,638	17,740	36,378	19.1	14.9	17.4	12.2	8.8	10.6
	Selected better class day schools (see key).	5,281	4,934	10,215	21.2	16.1	18.7	14.3	8.5	11.5
	Lower class day schools ...	13,357	12,806	26,163	18.3	14.4	16.4	11.4	8.9	10.2
	English children in day schools.	16,932	15,875	32,807	19.2	14.9	17.1	12.5	9.0	10.8
LXI-LXI *a*........	Jewish children in day schools.	1,389	1,572	2,961	17.7	13.8	15.7	8.3	6.8	7.5
	Irish children in resident schools and school LXIX (see key).	1,694	595	2,289	34.5	19.3	30.5	22.4	12.9	19.9
LXIX-I-CVI......	For all schools.............	26,884	23,143	50,027	20.7	15.5	18.3	13.4	9.1	11.6

Reference Nos.	Groups of schools.	Nerve cases.			Cases with low nutrition.			Children reported dull.			Eye cases.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
I-XIX..............	Poor law schools...........	15	9.8	12.9	4.0	2.3	3.3	8.5	7.1	8	3.4	2.8	3.2
XX-XXVIII......	Certified industrial schools.	20.8	14	19.4	2.5	6.8	3.4	14	11.5	13.5	3.4	4.9	3.7
XXIX-XXXIV ...	Homes and orphanages.....	14.4	10.6	12.2	1.8	3.3	2.6	8.7	10.7	9.9	3.6	2.5	3
I-XXXIV.........	Resident schools............	16.1	10.3	13.8	3.5	2.8	3.2	9.7	8.1	9	3.4	2.9	3.2
XXXV-CVI.......	Day schools.................	11.1	8.6	9.8	3.9	4.6	4.2	7.5	5.7	6.6	2.9	2.6	2.8
	Selected better class day schools (see key).	12.2	10.5	11.6	4.8	5.6	5.2	8.7	5.8	7.6	3.1	2.9	3
	Lower class day schools....	10.5	7.7	9.1	3.6	4.2	3.9	7.1	5.7	6	2.8	2.5	2.7
	English children in day schools.	10.9	8.5	9.7	3.9	4.7	4.3	7.8	5.7	6.8	2.3	2.6	2.7
LXI-LXI *a*........	Jewish children in day schools.	11.1	8.3	9.6	3	2.4	2.7	4.6	5.6	5.1	3.3	2.7	3
	Irish children in resident schools and school LXIX (see key).	25.6	11.9	22.1	4.9	5.8	5.5	14.3	9.7	13.1	4.8	4.5	4.7
LXIX-I-CVI......	For all schools.............	12.6	8.9	10.9	3.8	4.2	4	8.2	6.3	7.3	3.1	2.3	2.9

KEY.—Twenty selected better class day schools: XXXV, XXXVI, XXXVII, XXXVIII, XXXIX, XL-XLII-XLIV-XLVI, XLVII, XLVIII, XLIX-LXXX-LXXXIII, LXXXIV-XCIII-C, CI, CII-CVI. Eight schools containing almost inclusively Irish children: XVI, XVII, XVIII-XXV, XXVI, XXVII, XXVIII-LXIX. Fifty-two lower-class schools: XLI-XLIII-XLV-L-LXXIX-LXXXI, LXXXII-LXXXV-XCII-XCIV-XCIX-CIII-CIV-CV.

TABLE 27.—*Showing distribution of certain conditions and combinations of conditions in various groups of schools.*

Reference Nos.	Groups of schools.	Number of children seen.			Small heads.			Small children.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
I-XIX	Poor-law schools	5,884	3,947	9,831	42	67	109	41	48	89
XX-XXVIII	Certified industrial schools.	1,588	407	1,995	24	26	50	21	6	27
XXIX-XXXIV	Homes and orphanages	774	1,049	1,823	14	53	67	3	9	12
I-XXXIV	Resident schools	8,246	5,403	13,649	80	146	226	65	63	128
XXXV-CVI	Day schools	18,638	17,740	36,378	247	592	839	144	146	290
	Selected better class day schools.	5,281	4,934	10,215	60	112	172	30	27	57
	The remainder of the day schools.	13,357	12,806	26,163	187	480	667	114	119	233
	Day schools not containing mostly Irish or Jew children.	16,932	15,875	32,807	230	551	781	126	131	257
LXI-LXI*a*	Jewish children	1,389	1,572	2,961	15	35	50	15	12	27
	All Irish children	1,694	595	2,289	13	14	27	15	5	20
LXIX	Irish day school	317	293	610	2	6	8	3	3	6
I-CVI	All schools	26,884	23,143	50,027	327	738	1,065	209	209	418

Reference Nos.	Groups of schools.	Children with rickets.			Development cases with nerve signs.			Development cases without nerve signs.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
I-XIX	Poor-law schools	38	12	50	543	248	791	345	227	572
XX-XXVIII	Certified industrial schools.	5	......	5	200	37	237	129	25	154
XXIX-XXXIV	Homes and orphanages	1	4	5	77	68	145	30	66	96
I-XXXIV	Resident schools	44	16	60	820	353	1,173	504	318	822
XXXV-CVI	Day schools	113	23	136	1,155	743	1,898	1,137	821	1,958
	Selected better class day schools.	32	13	45	370	228	598	386	191	577
	The remainder of the day schools.	81	10	91	785	515	1,300	751	630	1,381
	Day schools not containing mostly Irish or Jew children.	106	22	128	1,055	675	1,730	1,075	749	1,824
LXI-LXI*a*	Jewish children	7	1	8	62	46	108	53	62	115
	All Irish children	13	1	14	280	35	315	100	42	142
LXIX	Irish day school	......	......	......	38	22	60	9	10	19
I-CVI	All schools	157	39	196	1,975	1,096	3,071	1,641	1,139	2,780

Reference Nos.	Groups of schools.	Nerve cases without development defects.			Development cases with nerve signs and low nutrition.			Development cases.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
I-XIX	Poor-law schools	346	140	486	95	47	142	888	475	1,363
XX-XXVIII	Certified industrial schools.	132	20	152	20	14	34	329	62	391
XXIX-XXXIV	Homes and orphanages	35	44	79	4	15	19	107	134	241
I-XXXIV	Resident schools	513	204	717	119	76	195	1,324	671	1,995
XXXV-CVI	Day schools	925	774	1,699	293	305	598	2,292	1,564	3,856
	Selected better class day schools.	238	269	507	107	94	201	756	419	1,175
	The remainder of the day schools.	687	505	1,192	186	211	397	1,536	1,145	2,681
	Day schools not containing mostly Irish or Jew children.	805	675	1,480	269	284	553	2,130	1,424	3,554
LXI-LXI*a*	Jewish children	93	86	179	12	9	21	115	108	223
	All Irish children	156	48	204	39	17	56	380	77	457
LXIX	Irish day school	27	13	40	12	12	24	47	32	79
I-CVI	All schools	1,438	978	2,416	412	381	793	3,616	2,235	5,851

TABLE 28.—*Showing distribution of certain conditions and combinations of conditions in various groups of schools, given as percentages upon the number of children seen.*

Reference Nos.	Groups of schools.	Small heads.			Small children.			Children with rickets.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
I-XIX	Poor-law schools	.7	1.6	1.1	.7	1.2	.9	.6	.3	.5
XX-XXVIII	Certified industrial schools.	1.5	6.3	2.5	1.3	1.4	1.3	.3	.....	.2
XXIX-XXIV	Homes and orphanages.	1.8	5	3.6	.4	.8	.6	.1	.4	.2
I-XXXIV	Resident schools	.9	2.7	1.6	.7	1.1	.9	.5	.3	.4
XXXV-CVI	Day schools	1.3	3.3	2.3	.7	.8	.7	.6	.1	.3
	Selected better class day schools.	1.1	2.2	1.6	.5	.5	.5	.5	.2	.4
	Day schools of average social class.	1.3	3.7	2.5	.8	.9	.8	.6	.07	.3
	Day schools, English	1.3	3.4	2.3	.7	.8	.7	.6	.1	.3
LXI-LXI *a*	Jewish children	1	2.2	1.6	1	.7	.9	.5	.06	.2
	Irish children	.7	2.3	1.1	.8	.8	.8	.7	.1	.6
LXIX	Irish day school	.6	2	1.3	.9	1	1	......	......	......
I-CVI	All schools	1.2	3.2	2.1	.8	.9	.8	.5	.1	.3

Reference Nos.	Groups of schools.	Development cases with nerve signs.			Development cases without nerve signs.			Nerve cases without development defects.			Development cases with nerve signs and low nutrition.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
I-XIX	Poor-law schools	9.2	6.2	8.0	5.8	5.7	5.8	5.8	3.5	4.9	1.6	1.1	1.4
XX-XXVIII	Certified industrial schools.	12.5	9	11.8	8.1	6.1	7.7	8.3	4.9	7.6	1.2	3.4	1.7
XXIX-XXXIV	Homes and orphanages.	9.9	6.4	7.9	3.9	6.2	5.2	4.5	4.1	4.3	.5	1.4	1
I-XXXIV	Resident schools	9.9	6.5	8.5	6.1	5.8	6	6.2	3.7	5.2	1.4	1.4	1.4
XXXV-CVI	Day schools	6.1	4.1	5.2	6.1	4.6	5.3	4.9	4.3	4.6	1.5	1.1	1.6
	Selected better class day schools.	7	4.6	5.8	7.1	3.8	5.6	4.3	5.4	4.9	2	1.9	1.9
	Day schools of average social class.	5.8	3	5.9	5.6	4.9	5.2	5.1	3.9	4.4	1.3	1.6	1.5
	Day schools, English	6.2	4.2	5.2	6.6	4.7	5.5	4.8	4.2	4.5	1.5	1.7	1.6
LXI-LXI *a*	Jewish children	4.4	2.9	3.6	4	3.9	3.8	6.7	5.4	6	.8	.5	.7
	Irish children	16.5	5.8	13.7	5.9	7	6.2	9.2	8	8.9	2.3	2.8	2.4
LXIX	Irish day school	12	7.5	9.8	2.8	3.4	3.1	8.5	4.4	6.5	3.7	4.1	3.9
I-CVI	All schools	7.3	4.7	6.1	6.1	4.9	5.5	5.3	4.2	4.8	1.5	1.6	1.5

TABLE 29.—*Physical conditions in co-relation with mental dullness as reported by teachers.*

	Total number of cases presenting each defect or combination (I-CVI).			Number of cases for each class of schools respectively.											
				Poor-law schools (I-XIX).			Certified industrial (XX-XXVIII).			Homes and orphanages (XXIX-XXXIV).			Public elementary (XXXV-CVI).		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Cases presenting some defect in development	3,616	2,235	5,851	888	475	1,363	329	62	391	107	134	241	2,292	1,564	3,856
Cases presenting abnormal nerve signs	3,413	2,074	5,487	889	388	1,277	332	57	389	112	112	224	2,080	1,517	3,597
Development cases with nerve signs	1,975	1,096	3,071	543	248	791	200	37	237	77	68	145	1,155	743	1,898
Nerve cases without development defects	1,438	978	2,416	346	140	486	132	20	152	35	44	79	925	774	1,699
Development cases without nerve signs	1,641	1,139	2,780	345	227	572	129	25	154	30	66	96	1,137	821	1,958
Cases presenting low nutrition	1,039	973	2,003	236	93	329	41	28	69	14	35	49	739	817	1,556
Development cases with low nutrition	733	726	1.459	159	80	239	27	23	50	13	30	43	534	593	1,127
Development cases with low nutrition and nerve signs	412	381	793	95	47	142	20	14	34	4	15	19	293	305	598
Cases without development defects or abnormal nerve signs	525	394	919	98	70	168	39	9	48	30	8	38	358	307	615
Response in action defective	112	56	168	....	....	....	....	....	....	....	....	....	....	....	....
Percentage of development cases with abnormal nerve signs taken on the number of development cases	54.6	49.0	52.2	....	....	....	....	....	....	....	....	....	....	....	....
Percentage of nerve cases without development defects taken on the number of children seen	....	....	....	5.8	3.5	4.9	8.3	4.9	7.6	4.5	4.1	4.3	4.9	4.3	4.6

	Cases also reported as mentally dull for each class of school respectively.											
	Poor-law schools (I-XIX).			Certified industrial (XX-XXVIII).			Homes and orphanages (XXIX-XXXIV).			Public elementary (XXXV-CVI).		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Cases presenting some defect in development	330	192	522	148	29	177	50	76	126	870	631	1,501
Cases presenting abnormal nerve signs	347	176	523	151	33	184	45	63	108	827	608	1,435
Development cases with nerve signs	220	112	332	90	18	108	28	40	68	497	305	802
Nerve cases without development defects	127	64	191	61	15	76	17	23	40	330	303	633
Development cases without nerve signs	104	75	179	53	10	63	16	37	53	368	319	687
Cases presenting low nutrition	67	52	119	22	13	35	8	20	28	305	310	615
Development cases with low nutrition	52	32	84	12	10	22	5	18	23	222	230	452
Development cases with low nutrition and nerve signs	34	19	53	11	6	17	2	11	13	145	121	266
Cases without development defects or abnormal nerve signs	44	22	66	13	5	18	7	7	14	121	100	221
Response in action defective	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 30.—*Showing number of children with low nutrition in resident and day schools, and the percentage of these cases that presented co-related conditions, taken upon the cases of low nutrition.*

Schools.	Cases of nutrition.			Percentage of development cases.			Percentage of nerve cases.			Percentage of nerve cases with development defects.			Percentage of cases reported as dull by the teachers.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Resident schools (I-XXXIV)	291	156	447	68.3	85.2	74.2	66.6	69.0	67.3	40.8	42.3	43.6	33.3	54.4	40.7
Day schools (XXXV-CVI)...	739	817	1,556	72.2	72.5	72.4	59.6	60.0	59.8	39.6	37.3	38.4	41.2	37.9	39.5
All schools (I-CVI)....	1,030	973	2,003	71.1	74.6	72.8	61.6	61.4	61.5	40.0	39.1	39.5	38.1	40.5	39.7

TABLE 30*a*.—*Showing number of children with defects in development in resident and day schools, and the percentage of these cases that presented co-related conditions, taken upon the cases with defects in development.*

Schools.	Development cases.			Percentage of cases with low nutrition.			Percentage of cases with abnormal nerve signs.			Percentage with nutrition low and nerve signs.			Percentage of cases reported as dull.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Resident schools (I-XXXIV)	1,324	671	1,995	15.7	19.8	16.6	61.9	52.6	58.8	9.0	11.3	9.7	39.8	44.2	41.3
Day schools (XXXV-CVI)...	2,292	1,564	3,056	23.3	37.8	29.2	50.3	47.5	49.2	12.7	19.5	15.5	37.9	40.3	38.7
All schools (I-CVI)....	3,616	2,235	5,651	22.0	42.0	24.9	54.6	49.0	52.4	11.3	17.0	13.5	38.3	41.5	39.7

TABLE 31.—*Cases that appear to require special training and care on grounds of physical or mental conditions.*

Classes of cases composing this group.	Number of cases, schools (I-CVI).			Poor law schools (I-XIX).			Certified industrial schools (XX-XXVIII).			Homes and orphanages (XXIX-XXXIV).			Public elementary (XXXV-CVI).		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Cases exceptional in mental status.	124	110	234	44	41	85	....	6	6	2	13	15	78	50	128
Epileptics..........................	36	18	54	4	1	5	....	....	....	....	1	1	32	16	48
Crippled, paralyzed, etc	156	84	239	64	21	85	5	2	7	19	18	37	67	43	110
Cases defective in development, with abnormal nerve signs and low nutrition; also reported as dull by teachers................	192	157	349	34	19	53	11	6	17	2	11	13	145	121	266
Total........................	508	369	876	146	82	228	16	14	30	24	43	66	322	230	552
Children who appear to require special care. *i. e.*, mental status defective, epileptic, crippled; also children with defects in development, abnormal nerve signs, and low nutrition; also reported as mentally dull by the teachers.............	473	344	817	137	74	211	16	14	30	24	41	65	296	215	511

In table 31, on page 1117, some children appear in more than one class. Such overlapping cases have been allowed for in the second line of totals above, which gives the actual number of children. These cases are arranged below:

Classes of cases composing this group.	Number of cases, schools (I-CVI).			Poor law schools (I-XIX).			Certified industrial schools (XX-XXVIII).			Homes and orphanages (XXIX-XXXIV).			Public elementary (XXXV-CVI).		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Cases defective in development, with abnormal nerve signs and low nutrition; also reported dull by teachers, and crippled	4	1	5	2	....	2	....	....	....	....	....	....	2	1	3
Cases defective in development, with abnormal nerve signs and low nutrition and mentally exceptional	17	13	30	4	5	9	....	....	....	....	2	2	13	6	19
Cases defective in development, with abnormal nerve signs and low nutrition; also reported dull by teachers and epileptic	1	2	3	....	1	1	....	....	....	....	....	....	1	1	2
Group as last, but also mentally defective	1	1	2	....	....	....	....	....	....	....	....	....	1	1	2
Cases defective in mental status and paralysed or crippled	5	3	8	3	1	4	....	....	....	....	....	....	2	2	4
Defective in mental status and epileptic	5	5	10	....	1	1	....	....	....	....	....	....	5	4	9
Epileptic and crippled or paralyzed, not dull	2	....	2	....	....	....	....	....	....	....	....	....	2	....	2

PART V.

Table 32.—Poor law (district and separate) schools.

No.	Schools.	Date of visit.	Reference Nos. on the report.	1 Number of children seen.			2 Number of children noted.			3 Cases with defect in physical development.			4 Cases presenting abnormal nerve signs.			5 Delicate, pale or thin (nutrition low).			6 Reported by teachers as mentally dull.			7 Eye cases: squints, etc.; not ophthalmia.		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
I.......	Anerley (North Surry District).	Oct. 1, 1890	877–1030	435	319	754	84	70	154	59	42	101	56	51	107	20	10	30	29	28	57	8	12	20
II	Banstead (Kensington and Chelsea.)	Sept. 23, 1890	455–558	288	197	485	63	41	104	36	27	63	42	16	58	9	4	13	32	26	58	9	12	21
III	Brentwood (Hackney, Homerton).	Nov. 27, 1890	2902–3011	279	202	481	81	29	110	60	26	86	61	13	74	18	3	21	25	8	33	9	4	13
IV.....	Edmonton (Strand, St. George's, St. Giles).	Oct. 21, 1890	2658–2734	122	125	247	48	29	77	26	19	45	44	17	61	6	3	9	28	14	42	7	8	15
V......	Enfield (Tottenham, Edmonton, Cheshunt, Hornsey).	Oct. 9, 1890	1314–1399	201	146	347	56	30	86	33	24	57	41	21	62	14	6	20	28	20	48	8	1	9
VI.....	Forest Gate (Poplar, Whitechapel).	Sept. 18, 1890	342–454	285	239	514	63	50	113	35	35	70	41	30	71	12	9	21	14	18	32	14	13	27
VII....	Hanwell (Central London District).	Mar. 1889	620–749	637	440	1,078	85	44	129	52	26	78	35	14	49	6	7	13	40	18	58	15	12	27
VIII ..	Isleworth (Brentford, Ealing, Twickenham, Hounslow).	Oct. 25, 1890	1778–1842	143	106	249	38	27	65	29	14	43	26	22	48	4	2	6	20	15	35	5	2	7
IX.....	Islington	Apr. 8, 1891	6753–6847	220	196	416	50	45	95	29	35	64	23	26	49	8	10	18	20	18	38	12	7	19
X......	Leavesden (St. Pancras)	Sept. 27, 1890	682–780	376	264	640	63	35	98	50	29	79	35	16	51	15	5	20	22	14	36	15	3	18
XI.....	Leytonstone (Bethnal Green) *a*.	Oct. 23, 1890	1656–1777	307	220	527	66	56	122	42	42	84	45	29	74	11	6	17	1	3	4	9	6	15
XII ...	Mitcham (Holborn, Clerkenwell, St. Luke's).	Sept. 30, 1890	781–876	292	188	480	71	25	96	52	20	72	47	12	59	13	6	19	30	6	36	12	4	16
XIII ..	Mile End	Jan. 17, 1891	4205–4331	206	153	359	26	21	47	18	14	32	15	11	26	3	4	7	15	13	28	4	4	8
XIV...	Plashett (St. George's-in-the-East).	Oct. 10, 1890	1400–1442	123	75	198	30	13	43	19	8	27	14	6	20	3	0	3	19	7	26	8	2	10
XV....	Southall (Marylebone)..........	Mar. 11, 1891	6413–6488	175	138	313	58	18	76	38	11	49	45	10	55	12	3	15	16	8	24	6	1	7
XVI...	St. Edward's R. C. (Totteridge) .	Dec. 31, 1890	3842–3879	0	199	199	0	38	38	0	26	26	0	22	22	0	4	4	0	20	20	0	10	10
XVII..	St. Mary's R. C. (North Hyde)..	Oct. 8, 1890	1135–1313	591	0	591	179	0	179	116	0	116	143	0	143	21	0	21	80	0	80	28	0	28
XVIII.	St. Vincent's R. C. (Mill Hill)..	Dec. 6, 1890	3784–3827	210	0	210	44	0	44	33	0	33	24	0	24	8	0	8	18	0	18	5	0	5
XIX...	Sutton (South Metropolitan district).	July 29, 1890	1–341	994	750	1,744	227	114	341	161	77	238	152	72	224	53	11	64	73	45	118	31	11	42
	Total			5,884	3,947	9,831	1,332	685	2,017	888	475	1,363	889	388	1,277	236	93	329	510	281	791	205	112	317

N. B.—The district covered by each school is stated in this table.

a At Leytonstone no teachers' reports were received. The cases entered in the column "Reported by teachers as mentally dull" are one or two, which any casual observer would have noted as obviously exceptional in brain.

No.	Schools.	Analysis of conditions of defect in development.															Analysis of defective nerve-signs.								
		8 Cranial abnormality.			9 Palate defective.			10 External ears defective.			11 Epicanthis.			12 Other defect in development.			13 General balance bad.			14 Expression defective.			15 Frontals Overact.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
I	Anerley	30	11	41	8	15	23	22	13	35	4	7	11	14	12	26	11	9	20	13	10	32	22	6	28
II	Banstead	14	3	17	8	13	21	11	5	16	5	7	12	12	7	19	3	0	3	16	7	23	17	4	21
III	Brentwood	23	9	32	11	8	19	22	8	30	8	5	13	21	7	28	5	1	6	14	3	17	34	3	37
IV	Edmonton	11	1	12	7	6	13	8	1	9	7	8	15	8	5	13	14	1	15	16	7	23	20	4	24
V	Enfield	12	7	19	15	10	25	8	5	13	1	5	6	8	9	17	4	2	6	12	7	19	18	5	23
VI	Forest Gate	7	12	19	9	16	25	10	5	15	7	10	17	13	8	21	1	2	3	11	15	26	21	4	25
VII	*a* Hanwell	32	14	46	14	7	21	7	2	9	9	2	11	17	6	23	0	0	0	1	2	3	24	5	29
VIII	Isleworth	11	5	16	5	4	9	9	1	10	4	1	5	7	5	12	2	3	5	8	12	20	0	0	0
IX	Islington	13	26	39	7	9	16	3	0	3	2	3	5	10	20	30	0	0	0	2	10	12	12	5	17
X	Leavesden	28	5	33	10	5	15	19	8	27	8	5	13	12	11	23	5	3	8	12	8	20	13	4	17
XI	Leytonstone	13	5	18	8	8	16	14	4	18	8	13	21	17	23	40	1	6	7	16	15	31	20	8	28
XII	Mitcham	28	7	35	11	5	16	10	2	12	8	4	12	18	10	28	3	2	5	22	7	29	24	2	26
XIII	Mile End	5	8	13	4	2	6	2	2	4	2	2	4	6	4	10	0	0	0	2	1	3	6	3	9
XIV	Plashet	4	2	6	5	2	7	6	0	6	4	2	6	4	3	7	0	2	2	6	1	7	8	4	12
XV	Southall	18	11	29	8	3	11	4	0	4	4	1	5	15	2	17	4	0	4	8	5	13	12	0	12
XVI	St. Edward's (Totteridge)	0	10	10	0	7	7	0	4	4	0	2	2	0	11	11	0	0	0	0	5	5	0	17	17
XVII	St. Mary's (North Hyde)	55	0	55	33	0	33	43	0	43	4	0	4	38	0	38	18	0	18	40	0	40	85	0	85
XVIII	St. Vincent's (Mill Hill)	14	0	14	1	0	1	4	0	4	12	0	12	9	0	9	1	0	1	6	0	6	9	0	9
XIX	Sutton *a*	69	35	104	52	13	65	55	21	76	27	24	51	25	17	42	2	1	3	54	22	76	78	33	111
	Total	387	171	558	216	133	349	257	81	338	124	101	225	254	160	414	74	32	106	259	146	405	423	107	530

N. B.—The Roman numerals register the schools throughout.

Table 32.—Poor law (district and separate) schools—Continued.

No.	Schools.	Analysis of defective nerve-signs.																										
		16 Corrugation.			**17** Orbicularis oculi relaxed.			**18** Eye movement relaxed.			**19** Head balance weak.			**20** Hand balance nervous.			**21** Hand balance weak.			**22** Finger twitches.			**23** Lordosis.			**24** Other nerve signs.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
I	Anerley	1	1	2	2	11	13	5	4	9	8	13	21	10	21	31	17	7	24	10	5	15	2	14	16	13	14	26
II	Banstead	0	0	0	9	8	17	2	3	5	3	3	6	11	1	12	3	0	3	7	0	7	0	1	1	11	3	14
III	Brentwood	5	0	5	10	1	11	13	4	17	1	0	1	1	1	2	24	2	26	0	0	0	2	1	3	17	1	18
IV	Edmonton	2	0	2	5	4	9	14	7	21	7	2	9	10	1	11	6	4	10	4	1	5	3	1	4	0	4	10
V	Enfield	1	0	1	6	4	10	0	2	2	1	1	2	6	1	7	8	3	11	1	0	1	4	3	7	9	6	15
VI	Forest Gate	6	0	6	8	7	15	5	3	8	6	2	8	4	3	7	5	3	8	4	0	4	1	6	7	4	12	16
VII	Hanwell[1]	2	0	2	1	1	2	1	0	1	1	2	3	6	2	8	5	3	8	4	3	7	1	1	2	6	2	8
VIII	Isleworth	0	0	0	3	1	4	9	7	16	0	0	0	1	4	5	9	0	9	0	1	1	0	1	1	1	6	7
IX	Islington	0	0	0	1	4	5	0	13	13	0	0	0	3	1	4	12	6	18	2	1	3	0	1	1	0	0	0
X	Leavesden	0	0	0	9	4	13	2	2	4	2	1	3	8	2	10	5	0	5	4	1	5	0	0	0	2	3	5
XI	Leytonstone	0	0	0	9	5	14	22	13	35	2	9	11	2	5	7	12	1	13	1	0	1	2	0	2	7	7	14
XII	Mitcham	4	0	4	8	2	10	4	1	5	9	2	11	0	0	0	5	1	6	1	0	1	3	0	3	19	1	20
XIII	Mile End	0	0	0	1	1	2	10	6	16	0	2	2	0	1	1	4	3	7	0	1	1	0	1	1	3	0	3
XIV	Plashet	0	0	0	0	2	2	1	0	1	0	2	2	0	1	1	2	1	3	0	0	0	0	0	0	3	1	4
XV	Southall	0	0	0	5	0	5	15	8	23	1	2	3	2	0	2	24	9	33	1	0	1	1	0	1	0	0	3
XVI	St. Edward's (Totteridge)	0	2	2	0	0	0	0	2	2	0	0	0	0	0	0	0	5	5	0	0	0	0	0	0	0	3	3
XVII	St. Mary's (North Hyde)	5	0	5	23	0	23	7	0	7	9	0	9	8	0	8	26	0	26	10	0	10	5	0	5	31	0	81
XVIII	St. Vincent's (Mill Hill)	2	0	2	4	0	4	6	0	6	0	0	0	1	0	1	9	0	9	0	0	0	0	0	0	3	0	3
XIX	Sutton[1]	10	1	11	17	11	28	4	0	4	16	6	22	20	11	31	13	18	31	31	12	43	12	15	27	7	8	15
	Total	38	4	42	121	66	187	120	75	195	66	47	113	93	55	148	189	66	255	80	25	105	36	45	81	144	71	215

[1] In these schools the palate was examined in some cases only; in the other schools it was examined in every case.

TABLE 33.—*Certified industrial schools.*

No.	Schools.	Date of visit.	Reference numbers on the report.	1 Number of children seen.		2 Number of children noted.		3 Cases with defect in physical development.	
				Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
XX	Feltham (boys only)	Nov. 26, 1890	3012-3173	744	......	162	......	117	......
XXI	King Edwards, Cambridge Heath (girls only).	Nov. 10, 1890	2614-2641	......	112	......	28	......	17
XXII	Leeds, Moortown (boys only).	Aug. 16, 1889	1-32	93	......	32	......	17	......
XXIII	Mayford (boys only)	Jan. 21, 1891	4387-4406	175	......	20	......	11	......
XXIV	Princess Mary Home, Addlestone (girls only).	Jan. 31, 1891	4968-5001	......	192	......	34	......	26
XXV	Shibden, R. C., Halifax (boys only).	Aug. 1, 1890	1843-1902	144	......	60	......	48	......
XXVI	St. Margaret's, R. C., Mill Hill (girls only).	May 20, 1889	527-555	......	103	......	29	......	19
XXVII	St. Nicholas, R. C., Manor Park (boys only).	Oct. 28, 1890	1903-1996	250	......	94	......	61	......
XXVIII	St. Vincent's, R. C., Dartford (boys only).	Apr. 20, 1889	395-526	182	......	132	......	75	......
	Total	....	....	1,588	407	500	91	329	62

No.	Schools.	4 Cases presenting abnormal nerve sign.		5 Delicate, pale, or thin (nutrition low).		6 Reported by teachers as mentally dull.		7 Eye cases: Squints, etc., not ophthalmia.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
XX	Feltham (boys only)	97	....	10	....	86	......	14	......
XXI	King Edwards, Cambridge Heath (girls only).	....	22	....	3	....	16	....	4
XXII	Leeds, Moortown (boys only).	16	....	1	....	13	......	4	......
XXIII	Mayford (boys only)	15	....	0	....	4	......	0	......
XXIV	Princess Mary Home, Addlestone (girls only).	....	20	....	13	....	12	....	6
XXV	Shibden, R. C., Halifax (boys only).	48	....	1	....	25	......	4	......
XXVI	St. Margaret's, R. C., Mill Hill (girls only).	....	15	....	12	....	19	....	10
XXVII	St. Nicholas, R. C., Manor Park (boys only).	76	....	12	....	42	......	13	......
XXVIII	St. Vincent's, R. C., Dartford (boys only).	80	....	17	....	53	......	19	......
	Total	332	57	41	28	223	47	54	20

No.	Schools.	Analysis of conditions of defect in development.									
		8 Cranial abnormalities.		9 Palate defective.		10 Ears defective.		11 Epicanthis.		12 Other defect in development.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
XX	Feltham (boys only)	50	......	19	......	52	......	14	......	41	......
XXI	King Edwards (girls only)	......	11	......	1	......	1	......	0	......	10
XXII	Leeds, Moortown (boys only).[1]	12	......	4	......	0	......	0	......	7	......
XXIII	Mayford (boys only)	4	......	2	......	3	......	0	......	4	......
XXIV	Princess Mary (girls only)	......	20	......	4	......	1	......	3	......	4
XXV	Shibden (boys only)	23	......	9	......	19	......	3	......	11	......
XXVI	St. Margaret's, Mill Hill (girls only).	......	9	......	13	......	1	......	0	......	7
XXVII	St. Nicholas (boys only)	33	......	9	......	15	......	8	......	26	......
XXVIII	St. Vincent's, Dartford (boys only).	38	......	24	......	17	......	3	......	33	......
	Total	160	40	67	18	106	3	28	3	122	21

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[1] The palates were examined in this school in some cases only.

TABLE 33.—*Certified industrial schools*—Continued.

No.	Schools.	Analysis of defective nerve signs.											
		13 General balance bad.		**14** Expression defective.		**15** Frontals overacting.		**16** Corrugation.		**17** Orbicularis oculi relaxed.		**18** Eye movements defective.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
XX	Feltham (boys only)	0	....	17	....	71	....	11	....	9	....	27	....
XXI	King Edwards (girls only)	......	4	......	11	......	6	......	3	......	3	......	8
XXII	Leeds, Moortown (boys only).[1]	0	....	1	...	5	....	2	....	1	....	2	....
XXIII	Mayford (boys only)	0	....	1	....	8	....	0	....	2	....	0	....
XXIV	Princess Mary (girls only)	......	1	......	8	......	4	......	0	......	2	......	2
XXV	Shibden (boys only)	4	....	10	....	24	....	1	....	5	....	25	....
XXVI	St. Margaret's, Mill Hill (girls only).	......	1	......	2	......	4	......	2	......	0	......	1
XXVII	St. Nicholas (boys only)	4	....	16	....	31	....	8	....	12	....	26	....
XXVIII	St. Vincent's, Dartford (boys only).	4	....	11	....	36	....	6	....	1	....	7	....
	Total	12	6	56	21	175	14	28	5	30	5	87	11

No.	Schools.	Analysis of defective nerve signs.											
		19 Head balance weak.		**20** Hand balance nervous.		**21** Hand balance weak.		**22** Finger twitches.		**23** Lordosis.		**24** Other nerve signs.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
XX	Feltham (boys only)	0	....	5	....	15	....	1	....	1	....	4	....
XXI	King Edwards (girls only)	......	4	......	0	......	8	......	0	......	0	......	7
XXII	Leeds, Moortown (boys only).[1]	0	....	5	....	0	....	7	....	0	....	1	....
XXIII	Mayford (boys only)	0	....	0	....	7	....	0	....	0	....	0	....
XXIV	Princess Mary (girls only)	......	4	......	1	......	6	......	1	......	2	......	0
XXV	Shibden (boys only)	2	....	2	....	4	....	3	....	1	....	3	....
XXVI	St. Margaret's, Mill Hill (girls only).	......	0	......	4	......	0	......	2	......	2	......	6
XXVII	St. Nicholas (boys only)	2	....	5	....	4	....	1	....	1	....	21	....
XXVIII	St. Vincent's, Dartford (boys only).	9	....	18	....	19	....	13	....	11	....	5	....
	Total	13	8	35	5	49	14	25	3	14	4	34	13

[1] The palates were examined in this school in some cases only.

TABLE 34.—*Homes and orphanages.*

No.	Homes and orphanages.	Date of visit.	Reference numbers on the report.	1 Number of children seen.			2 Number of children noted.			3 Cases with defect in development.		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
XXIX...	Cottage Homes, Ilford (Dr. Barnardo).	Jan. 14, 1891	4023-4153	....	680	680	....	131	131	....	97	97
XXX....	Leopold House, Burdett Road (Dr. Barnardo).	Jan. 15, 1891	4407-4460	324	......	324	54	....	54	32	....	33
XXXI...	Home, Stepney Causeway (Dr. Barnardo).	Jan. 16, 1891	4154-4197	140	......	140	44	....	44	25	....	25
XXXII..	Children's Home, Bonner Road, E.	Feb. 2, 1891	5109-5144	88	65	153	22	14	36	13	11	24
XXXIII.	Marylebone Charity School for Girls.	Dec. 15, 1890	3828-3841	....	100	100	....	14	14	....	10	10
XXXIV.	Stockwell Orphanage	Feb. 12, 1891	6489-6567	222	204	426	52	27	79	36	16	52
	Total	....	....	774	1,049	1,823	172	186	358	107	134	241

No.	Homes and orphanages.	4 Cases presenting nerve signs.			5 Nutrition low.			6 Reported as mentally dull.			7 Eye cases.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
XXIX...	Cottage Homes, Ilford (Dr. Barnardo).	.....	76	76	....	26	26	.....	86	86	....	24	24
XXX....	Leopold House, Burdett Road (Dr. Barnardo).	39	.....	39	4	....	4	22	.....	22	10	....	10
XXXI...	Home Stepney Causeway (Dr. Barnardo).	25	.....	25	6	....	6	9	.....	9	10	....	10
XXXII..	Children's Home, Bonner Road, E.	13	11	24	2	2	4	10	9	19	5	2	7
XXXIII.	Marylebone Charity School for Girls.	.....	8	8	....	2	2	.....	7	7	....	....	....
XXXIV.	Stockwell Orphanage	35	17	52	2	5	7	27	11	38	3	1	4
	Total.....................	112	112	224	14	35	49	68	113	181	28	27	55

No.	Homes and orphanages.	Analysis of conditions of defect in development.														
		8 Cranial abnormalities.			9 Palate defective.			10 Ears defective.			11 Epicanthis.			12 Other defect in development.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
XXIX...	Dr. Barnardo's Homes (Ilford).	...	50	59	...	19	19	...	7	7	...	11	11	...	31	31
XXX....	Dr. Barnardo's Home (Stepney Causeway).	8	....	8	9	....	9	8	....	8	4	....	4	10	....	10
XXXI...	Dr. Barnardo's Home (Leopold House, Burdett Road).	10	....	10	8	....	8	13	....	13	3	....	3	10	....	10
XXXII..	Children's Home (Bonner Road, E.).	4	5	9	2	5	7	6	0	6	2	1	3	1	2	3
XXXIII.	Marylebone Charity for Girls.	...	4	4	...	2	2	...	2	2	...	3	3	...	3	3
XXXIV.	Stockwell Orphanage........	12	11	23	13	4	17	14	0	14	5	3	8	6	2	8
	Total..................	34	79	113	32	30	62	41	9	50	14	18	32	27	38	65

TABLE 34.—*Homes and orphanages*—Continued.

No.	Homes and orphanages.	Analysis of defective nerve signs.																	
		13 General balance bad.			14 Expression defective.			15 Frontals overacting.			16 Corrugation.			17 O. oculi relaxed.			18 Eye movements defective.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
XXIX...	Dr. Barnardo's Homes (Ilford).	...	...	...	...	25	25	...	22	22	...	5	5	...	6	6	...	22	22
XXX....	Dr. Barnardo's Home (Stepney Causeway).	...	...	...	8	...	8	7	...	7	1	...	1	...	...	...	6	...	6
XXXI...	Dr. Barnardo's Home (Leopold House, Burdett Road).	...	...	...	6	...	6	11	...	11	2	...	2	7	...	7	15	...	15
XXXII..	Children's Home (Bonner Road, E.).	...	...	...	...	3	3	8	3	11	...	...	...	1	3	4	5	4	9
XXXIII.	Marylebone Charity for Girls.	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	2	2
XXXIV.	Stockwell Orphanage	...	1	1	3	2	5	17	3	20	1	1	2	4	1	5	11	4	15
	Total..................	...	1	1	17	31	48	43	28	71	4	6	10	12	10	22	37	32	69

No.	Homes and orphanages.	Analysis of defective nerve signs.																	
		19 Head balance weak.			20 Hand balance nervous.			21 Hand balance weak.			22 Finger twitches.			23 Lordosis.			24 Other nerve-signs.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
XXIX...	Dr. Barnardo's Homes (Ilford).	...	...	...	...	3	3	...	25	25	...	3	3	...	...	...	...	12	12
XXX....	Dr. Barnardo's Home (Stepney Causeway).	...	...	...	...	...	...	11	...	11	...	...	...	...	...	...	6	...	6
XXXI...	Dr. Barnardo's Home (Leopold House, Burdett Road).	...	...	...	2	...	2	17	...	17	1	...	1	...	...	...	1	...	1
XXXII..	Children's Home (Bonner Road, E.).	...	1	1	...	1	1	5	2	7	1	1	2	...	...	...	...	...	...
XXXIII.	Marlebone Charity for Girls..	...	...	...	...	1	1	...	3	3	...	1	1	...	2	2	...	1	1
XXXIV.	Stockwell Orphanage	1	1	2	...	4	4	14	11	25	...	3	3	2	4	6	1	...	1
	Total..................	1	2	3	2	9	11	47	41	88	2	8	10	2	6	8	8	13	21

TABLE 35.—*Public elementary schools, etc.*

[The schools in this table are arranged roughly in districts. The name of the district is given below each group of schools.]

No.	Schools.	Fees charged in each school.[1]	Date of visit.	Reference number on the report.	1 Number of children seen.			2 Number of children noted.			3 Cases with defect in development.			4 Cases presenting nerve signs.			5 Nutrition low.			6 Reported as mentally dull.			7 Eye cases.		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
XXXV	St. Mary Abbott's (Kensington).	Boys and girls, 4*d.*; infants, 2*d.*	Sept. 22, 1890	559–681	341	347	688	72	51	123	60	28	88	47	34	81	22	19	41	30	22	52	8	10	18
XXXVI	St. George's (Campden Hill)	Boys and girls, 3*d.*; infants, 2*d.*	Oct. 2, 1890	1031–1134	180	190	379	51	53	104	40	36	76	29	39	68	10	24	34	21	24	45	4	6	10
XXXVII	St. Barnabas (Pimlico)	Boys and girls 6*d.*, 4*d.*, and 3*d.*; infants, 3*d.*	Feb. 24, 1891	5863–5954	291	204	495	55	37	92	39	22	61	26	22	48	12	10	22	17	14	31	12	6	18
XXXVIII	St. Lukes (Chelsea)	Girls, 6*d.* and 4*d.*; infants, 2*d.* and 2*d.*	Jan. 6, 1891	3881–3948	302	200	502	55	13	68	36	8	44	38	2	40	6	3	9	12	4	16	11	4	15
XXXIX	Holy Trinity (Chelsea)	Girls, 6*s.* 8*d.* and 10*s.* 6*d.* per term; girls, 6*d.*; infants, 4*d.* and 2*d.*	Feb. 3, 1891	5207–5295	271	177	448	58	31	89	34	15	49	40	21	61	12	9	21	23	7	30	11	6	17
A.	Kensington, Chelsea, Pimlico.	....	....	....	1,385	1,127	2,512	291	185	476	209	109	318	180	118	298	62	65	127	103	71	174	46	32	78
XL	Central Parish School (Marylebone).	....	Nov. 20, 1890	2735–2901	415	361	776	98	69	167	76	46	122	66	46	112	35	24	59	39	27	56	13	10	23
XXXIII	Charity School for Girls (resident (Marylebone).	....	Dec. 15, 1890	3828–3841	.....	100	100	...	14	14	...	10	10	...	8	8	...	2	2	...	7	7	...	0	0
XLII	St. Mary's (Bryanstone Square).[2]	Boys and girls, 5*d.*, 4*d.*, and 3*d.*; infants, 3*d.* and 2*d.*	Feb. 19, 1889	279–342	270	234	504	37	27	64	24	11	35	20	16	36	8	10	18	42	7	49	5	13	18
XLIII	St. Andrew's (Well street)[2]	Boys and girls, 2*d.*; infants, 1*d.*	Nov. 1, 1888	173–214	204	189	393	24	18	42	17	8	25	13	11	24	10	5	15	9	6	15	4	5	9
XLI	Bell Street Board School (Lisson Grove.	2*d*	May 27, 1891	7670–7776	325	337	662	41	66	107	24	41	65	21	32	53	4	19	23	23	37	50	9	13	22
B.	Marylebone	....	....	....	1,214	1,221	2,435	200	194	394	141	116	257	120	113	233	57	60	117	113	84	197	31	41	72
XLIV	St. Pancras, National (Lancing street).	Boys, 6*d.*, 4*d.*, and 3*d.*; girls, 6*d.*, 4*d.*, 3*d.*, and 2*d.*; infants, 2*d.*	Oct. 13, 1890	1443–1591	320	215	535	100	491	49	66	30	96	63	27	90	31	19	50	55	19	74	12	11	23

XLV	St. Pancras, National (Thanet street).	Boys and girls, 3*d.*; infants, 2*d.*	Dec. 12, 1890	3710–3783	206	183	389	46	28	74	31	16	47	24	16	40	11	4	15	16	13	29	9	4	13
XLVI	St. John's (Fitzroy Square)	Boys and girls, 4*d.* and 3*d.*; infants, 2*d.*	Mar. 4, 1891	6198–6272	253	226	479	40	35	75	26	24	50	17	16	33	6	13	19	13	11	24	11	6	17
C.	St. Pancras				779	624	1,403	186	112	298	123	70	193	104	59	163	48	36	84	84	43	127	32	21	53
XLVII	St. Martin's (Charing Cross)	Boys and girls, 4*d.* and 3*d.*; infants, 3*d.* and 2*d.*	Feb. 13, 1891	5296–5389	316	288	604	42	52	94	27	32	59	21	30	51	10	17	27	13	22	35	9	14	23
XLVIII	St. Martin's, Northern (Endell street).	Boys and girls, 3*d.*; infants, 3*d.* and 2*d.*	Feb. 16, 1891	5965–5523	168	164	332	34	25	59	20	20	40	17	5	22	5	8	13	20	12	32	7	4	11
D.	Strand				484	452	936	76	77	153	47	52	99	38	35	73	15	25	40	33	34	67	16	18	34
XLIX	St. Thomas' (Charterhouse)	6*d.* per week to 21*s.* per quarter.	Jan. 22, 1891	4732–4828	294	203	497	63	34	97	40	13	53	37	22	59	6	12	18	24	14	38	11	4	15
L	Anne Street Board School (Holborn).	2*d.* and 1*d.*	May 20, 1891	7543–7669	431	345	776	77	50	127	47	31	78	37	27	64	23	15	38	22	20	42	10	7	17
LI	Bath Street Board School (City Road).	Boys and girls, 2*d.*; infants, 1*d.*	May 6, 1891	7777–7921	452	555	1,007	68	77	145	39	44	83	34	47	81	19	24	43	30	44	74	14	11	25
E.	Clerkenwell				1,177	1,103	2,280	208	161	369	126	88	214	108	96	204	48	51	99	76	78	154	35	22	57
LII	Angler's Gardens Board Schools.	1*d*	May 14, 1891	7412–7542	435	368	803	84	47	131	33	26	59	46	22	68	8	8	16	46	2	69	20	19	39
LIII	"Foster" Board School (Hornsey Road, Holloway).	1*d*	Apr. 30, 1891	7231–7341	441	434	875	67	44	111	30	27	66	44	13	57	12	9	21	28	18	46	4	11	15
F.	Islington				876	802	1,678	151	91	242	72	53	125	90	35	125	20	17	37	74	41	115	24	30	54
LIV	St. Botolph's (Aldgate)[2]	Free	Jan. 26, 1891	4683–4694	57	31	88	10	2	12	5	1	6	5	1	6	0	0	0	2	1	3	1	1	2
LV	St. Botolph's Infant School (Bishopsgate).[3]	4*d*	Mar. 13, 1891	*a*6621–6640	51	45	96	13	7	20	8	5	13	5	4	9	0	0	0	6	3	9	6	0	6
LVI	Sir John Cass (Jewry street)[2]	Free	Jan. 26, 1891	4695–4731	105	89	194	20	17	37	11	14	25	9	9	18	1	1	2	2	2	4	2	2	4
LVII	Langbourne Ward School (Lime street).[3]	4*d.* and free	Mar. 27, 1891	6621–6658	108	104	212	23	15	38	13	10	23	17	11	28	5	5	10	8	6	14	4	2	6
LVIII	Lady Holles (Redcross street)[2]	Girls, 2*d.*; infants, 1*d.*	Mar. 20, 1891	7342–7411	.....	321	321	...	70	70	...	41	41	...	46	46	...	20	20	...	35	35	...	14	14
G.	City of London				321	590	911	66	111	177	37	71	108	36	71	107	6	26	32	18	47	65	13	19	32
LIX	St. Stephen's (Commercial street).	Boys, 3*d.* and 2*d.*; girls, 2*d.*; infants, 2*d.* and 1*d.*	Oct. 29, 1890	1997–2077	203	195	398	52	29	81	35	16	51	36	16	53	16	9	25	27	10	37	8	4	12
LX	All Saints' (Brick Lane)	2*d.* and 1*d.*	Nov. 12, 1890	2242–2342	233	231	464	57	44	101	38	29	67	40	21	61	20	17	37	24	9	33	6	8	14
LXI	Jews' Infants' (Commercial street).[3]	1*d.*, but not enforced	Feb. 6, 1889	215–278	410	466	876	28	36	64	18	26	44	14	18	32	14	12	26	11	10	21	6	10	16

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[1] The fees payable in each school are entered as some indication of its character.

[2] These are endowed or ward schools.

[3] The palates at this school were examined in some cases only.

TABLE 35.—*Public elementary schools, etc.*—Continued.

No.	Schools.	Fees charged in each school.[1]	Date of visit.	Reference number on the report.	1 Number of children seen.			2 Number of children noted.			3 Cases with defect in development.			4 Cases presenting nerve signs.			5 Nutrition low.			6 Reported as mentally dull.			7 Eye cases.		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
LXIa	Jews' Free School (Bell Lane, Whitechapel).	1*d*., but not enforced	May 27, 1891	7922–8322	979	1,106	2,085	219	182	401	98	82	180	141	114	255	28	26	54	53	78	131	40	34	74
LXII	St. Marys (Whitechapel)[2]	2*d*	July , 1889	779–829	274	202	476	31	20	51	19	11	30	12	8	20	7	6	13	8	1	9	3	6	9
LXIII	St. Mark's (Whitechapel)	Boys, 4*d*., 3*d*., 2*d*., and 1*d*.; girls, 3*d*., 2*d*, and 1*d*.; infants, 2*d*. and 1*d*.	Mar. 6, 1891	6361–6412	170	155	325	28	24	52	23	18	41	12	14	26	5	15	20	8	5	33	4	4	8
LXIV	St. Paul's (Whitechapel, Wellclose Square).	Boys, 4*d*. to 1*d*.; girls, 4½*d*. to 1*d*.; infants, 3½*d*., 3*d*., 2*d*., 1*d*.	Jan. 26, 1891	4920–4967	161	166	327	28	20	48	19	18	37	14	8	22	9	7	16	12	6	18	5	2	7
H.	Whitechapel				2,430	2,521	4,951	443	355	798	250	200	450	269	199	468	99	92	191	143	129	272	72	68	140
LXV	"Red Coat" (Stepney Green)	Boys and girls, 6*d*. and 2*d*.; infants, 3*d*. and 2*d*.	Nov. 6, 1890	2078–2241	349	312	661	94	70	164	73	37	110	61	53	114	27	28	55	41	20	61	12	11	23
LXVI	St. Anne's (Limehouse)	Boys and girls, 2*d*.; infants, 1*d*.	Nov. 5, 1890	2401–2489	251	233	484	47	42	89	34	26	60	31	27	58	10	14	24	16	13	29	7	5	12
LXVII	Free School (Copperfield road, Dr. Barnardo's).	Free	Feb. 11, 1891	5145–5206	246	262	508	20	42	62	10	33	43	9	28	37	4	21	25	8	22	30	5	1	6
I.	Stepney				846	807	1,653	161	154	315	117	96	213	101	108	209	41	63	104	65	55	120	24	17	41
LXVIII	Raine's School (St. George-in-the-East).[3]	Boys, 6*d*. or 5*s*. 6*d*., per quarter; girls, 6*d*. or 5*s*. 6*d*. per quarter; infants, 3*d*. or 2*s*. 9*d*. per quarter.	Dec. 5, 1890	3414–3560	348	383	631	100	47	147	65	31	96	61	29	90	22	20	42	44	14	58	17	10	27
LXIX	St. Michael's and St. Mary's, R. C. (Commercial Road).		Nov. 14, 1890	2490–2613	317	293	610	76	48	124	47	32	79	65	34	99	24	19	43	25	19	44	13	7	20
J.	St. George's-in-the-East				665	576	1,241	176	95	271	112	63	175	126	63	189	46	39	85	69	33	102	30	17	47
LXX	St. Peter's (Bethnal Green)	3*d*. and 2*d*	Nov. 18, 1890	2642–2657	56	60	110	6	10	16	4	7	11	5	8	13	1	4	5	4	5	9	01	1	1
LXXI	St. Bartholomew's	Boys and girls, 3*d*. and 2*d*.; infants, 2*d*. and 1*d*.	Dec. 4, 1890	3561–3622	213	216	420	44	18	02	25	6	31	27	6	33	11	8	19	22	4	26	9	6	15

LXXII	Wesleyan School	Boys, 9*d.*, 8*d.* and 6*d.*; girls, 6*d.*; infants, 3*d.* and 2*d.*	Dec. 2, 1890	3174–3232	151	111	262	38	21	59	29	10	30	23	12	35	2	4	6	11	5	16	3	10	13
LXXIII	St. James-the-Less	2*d.* and 1*d*	Dec. 4, 1890	3366–3413	157	83	240	42	6	48	28	4	32	25	4	29	7	0	8	15	00	15	13	8	8
LXXIV	St. John's (Peel Grove)	Boys and girls, 2*d.*; infants, 1*d.*	Oct. 30, 1890	2343–2400	141	162	303	38	20	58	22	13	35	31	14	45	17	2	19	14	7	21	5	5	10
K, L.	Bethnal Green				718	632	1,350	168	75	243	108	40	148	111	44	155	38	19	57	66	21	87	25	22	47
LXXV	St. John's National (Hackney)		Mar. 2, 1891	6098–6197	330	206	536	67	33	100	37	25	62	40	15	55	14	13	27	26	8	34	10	5	15
LXXVI	St. George's (Battersea)	Boys, 4*d.* and 2*d.*; girls, 6*d.*, 4*d.*, 3*d.*, and 2*d.*; infants, 3*d.* and 2*d.*	Feb. 9. 1891	5639–5749	326	394	620	69	42	111	49	27	76	27	13	40	18	19	37	22	18	40	9	13	22
LXXVII	Latchmere Board School	Boys and girls, 3*d.*; infants, 2*d.*	Apr. 22, 1891	7005–7230	656	663	1,319	141	85	226	89	57	146	73	45	118	27	21	48	50	48	98	25	12	37
M.	Battersea				982	957	1,939	210	127	337	138	84	222	100	58	158	45	40	85	72	66	138	34	25	50
LXXVIII	St. George's (Camberwell)	Boys and girls, 3*d.*; infants, 3*d.*	Dec. 3, 1890	3233–3365	366	325	691	82	51	133	63	35	98	42	22	64	17	17	30	32	23	55	13	8	22
LXXIX	All Saints' (East Street, Walworth).	Boys. 4*d.*, 3*d.*, and 2*d.*; girls. 3*d.*, 2*d.*, and 1*d.*; infants, 2*d.* and 1*d.*	Feb. 26, 1891	6009–6097	243	206	449	42	47	89	23	28	51	22	17	39	5	16	21	24	19	43	5	7	12
LXXX	Stockwell Practising Schools at Training College.[4]	Girls, 9*d.*; men, 9*d.*, and 6*d.*; infants, 6*d.*	Nov. 29, 1888	61–172	145	559	704	15	97	112	8	23	31	9	74	83	2	42	44	9	25	34	3	17	20
N.	Campbell, Walworth, and Stockwell.				754	1,090	1,844	139	195	334	94	86	180	73	113	186	24	71	95	65	67	132	21	32	53
LXXXI	St. Mary's (Bermondsey)	3*d.* and 2*d*	Jan. 9, 1891	4461–4550	283	296	579	49	41	90	30	25	55	32	22	54	3	18	21	26	14	40	10	6	16
LXXXII	St. James's (Bermondsey)	Boys, 6*d.*, 4*d.*, and 3*d.*; girls, 6*d.*, 4*d.*, and 3*d.*; infants, 2*d.*	Jan. 8, 1891	3949–4022	261	203	464	57	17	74	37	13	50	32	4	36	10	2	12	29	5	34	11	4	15
LXXXIII	Boutcher's School[3]	Boys and girls, 9*d.*; upper, 6*d.*; lower infants, 6*d.*, 4*d.*, and 3*d.*	Feb. 10, 1891	5750–5862	352	274	626	81	32	113	53	16	60	49	22	71	13	10	23	36	15	51	14	4	18
LXXXIV	Borough Road Practising School at Training College.[4]	Boys and girls, 6*d.*, and 4*d.*; infants, 2*d.*	Nov. 7, 1888	1–60	239	.....	239	60	...	60	34	...	34	49	...	49	20	...	20	20	...	20	5	...	5
O.	Bermondsey and St. Saviour's.				1,135	773	1,908	247	90	337	154	54	208	162	48	210	46	30	76	111	34	145	40	14	54
LXXXV	St. John's (Deptford)	Boys, 6*d.* to 2*d.*; girls, 4*d.*, 3*d.*, 2*d.*; infants, 3*d.*, 2*d.*	Jan. 13, 1891	4198–4264	252	212	464	39	28	67	29	14	43	17	15	32	6	6	12	22	12	34	4	10	14

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[1] The fees payable in each school are entered as some indication of its character.

[2] These are endowed or ward schools.

[3] This is an endowed school.

[4] The palates at this school were examined in some cases only.

TABLE 35.—*Public elementary schools, etc.*—Continued.

No.	Schools.	Fees charged in each school. [1]	Date of visit.	Reference number on the report.	1 Number of children seen.			2 Number of children noted.			3 Cases with defect in development.			4 Cases presenting nerve signs.			5 Nutrition low.			6 Reported as mentally dull.			7 Eye cases.		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
LXXXVI	Regent Street Board School (Deptford).	1*d*	Apr. 21, 1891	6848-7004	562	528	1,090	71	87	157	40	60	100	43	56	99	14	34	48	23	23	46	9	11	20
LXXXVII	Christ Church (Greenwich)	Boys and girls, 4*d.* and 3*d.*; infants, 2*d.*	Mar. 4, 1891	6272-6360	222	218	440	47	42	89	25	24	49	25	24	40	9	10	19	19	13	32	6	6	12
LXXXVIII	St. Mary's (King Street, Woolwich).	2*d*	Dec. 10, 1890	3623-3709	311	263	574	54	33	87	36	16	52	35	18	53	8	3	11	27	10	37	8	4	12
P.	Deptford, Greenwich, and Woolwich.				1,347	1,221	2,568	211	189	400	130	114	244	120	113	233	37	53	90	91	58	149	27	31	58
LXXXIX	St. Stephen's (Lewisham)	3*d*	Feb. 19, 1891	5390-5464	257	180	437	46	29	75	24	20	44	28	18	46	2	12	14	18	16	34	6	1	7
XC	St. Mary's (Lewisham)	3*d*	Feb. 25, 1891	5955-6008	193	223	416	35	19	54	21	17	38	15	6	21	2	3	5	6	6	12	6	1	7
Q.	Lewisham				450	403	853	81	48	129	45	37	82	43	24	67	4	15	19	22	22	46	12	2	14
XCI	Holy Trinity (Guildford)		Mar. 23, 1891	6691-6752	231	168	399	44	18	62	34	10	44	24	10	34	3	7	10	23	5	28	3	2	5
XCII	St. Nicholas (Guildford)		do	6659-6690	133	143	276	14	18	32	4	14	18	12	5	17	2	6	8	4	8	12	3	2	5
R.	Guildford				364	311	675	58	36	94	38	24	62	36	15	51	5	13	18	27	13	40	6	4	10
XCIII	St. John's (Croydon)		Jan. 28, 1891	4551-4682	520	352	872	97	35	132	68	18	86	42	21	63	17	8	25	35	12	47	14	9	23
XCIV	St. James's (Croydon)		Jan. 29, 1891	4829-4890	172	184	356	33	29	62	29	16	45	20	19	39	4	8	12	25	12	37	3	8	11
XCV	Ragged School (Croydon)		do	4891-4919	109	96	205	18	11	29	12	10	22	7	3	10	4	3	7	8	7	15	3	1	4
S.	Croydon				801	632	1,433	148	75	223	109	74	153	69	43	112	25	19	44	68	31	99	20	18	38
XCVI	Maybury Road Board School (Woking).		Jan. 21, 1891	4312-4386	275	199	474	47	28	75	30	19	49	29	17	46	7	13	20	23	16	39	4	3	7
XCVII	British School (Weybridge)		Feb. 4, 1891	5096-5108	28	40	68	7	6	13	4	5	9	5	3	8	0	1	1	2	1	3	1	2	3
XCVIII	National School (Weybridge)		Feb. 4, 1891	5056-5095	616	150	311	25	15	40	19	12	31	12	4	16	1	5	6	6	2	8	0	3	3
XCIX	National School (Addlestone)		Feb. 4, 1891	5002-5055	259	234	493	30	25	54	21	16	40	15	7	22	3	6	9	8	12	20	3	5	8
C	Sir William Perkin's School (Chertsey).		Feb. 5, 1891	5324-5619	356	283	639	66	30	96	49	23	72	34	13	47	16	11	27	20	14	34	5	2	7

T.	Weybridge				1,079	906	1,985	175	103	278	126	75	201	95	44	139	27	36	63	59	45	104	13	15	28
CI	High School for Girls Under Charity Commissioners.[2]		Oct. 22, 1890	1592-1655	.....	184	184	...	64	64	...	24	24	...	55	55	...	17	17	...	26	20	...	11	11
CII	Practising School (Tottenham)[2]		Mar. 12, 1891	6568-6620	49	345	394	13	40	53	3	19	22	10	32	42	1	8	9	5	13	18	2	3	5
CIII	National School (Hanwell, W).[2]		Mar. 7, 1889	556-619	326	278	604	39	25	64	36	17	53	12	12	24	15	5	20	13	6	19	10	7	17
CIV	National School (Mill Hill, N. W).[2]		June 18, 1889	830-844	76	59	135	11	4	15	10	3	13	4	3	7	3	8	6	1	1	2	3	2	5
CV	School for Deaf and Dumb (Old Kent Road).		Mar. 13, 1889	343-393	31	20	51	31	20	51	22	10	32	19	9	28	5	3	8	5	3	8	2	2	4
CVI	A Private School (Kent)		Feb. 14, 1889	5620-5638	19	.....	19	19	...	19	8	...	8	14	...	14	8	...	8	4	...	4	1	...	1
	Other schools				501	886	1,387	113	153	266	79	73	152	59	111	170	32	36	68	28	49	77	18	25	43

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[1] The fees payable in each school are entered as some indication of its character.

[2] The palates at this school were examined in some cases only.

TABLE 35.—*Public elementary schools, etc.*—Continued.

No.	Schools.	Analysis of conditions of defective development.															Analyses of defective nerve signs.																																			
		8 Cranial abnormalities.			9 Palate defective.			10 External ear defective.			11 Epicanthis.			12 Other defects in development.			13 General balance bad.			14 Expression defective.			15 Frontals over-acting.			16 Corrugation.			17 O. oculi relaxed.			18 Eye movements defective.			19 Head balance weak.			20 Hand balance nervous.			21 Hand balance weak.			22 Finger twitches.			23 Lordosis.			24 Other nerve signs.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
XXXV......	St. Mary Abbott's (Kensington).	19	12	31	18	6	24	26	7	23	11	10	21	8	4	12	7	4	11	15	9	24	7	0	7	0	0	0	11	9	20	14	5	10	6	11	17	17	14	31	5	2	7	9	6	15	6	11	17	11	8	19
XXXVI.....	St. George's (Campden Hill).	18	13	31	6	12	18	20	6	26	3	14	17	5	10	15	0	3	3	7	11	18	10	3	13	0	0	0	11	11	22	2	17	19	1	8	9	5	16	21	3	2	5	4	9	13	1	8	9	4	3	7
XXXVII....	St. Barnabas (Pimlico)	19	13	32	9	4	13	5	1	6	3	4	7	8	3	11	0	4	4	2	6	8	11	2	13	3	2	5	10	4	14	4	1	5	2	4	6	2	6	8	7	8	15	2	4	6	2	3	5	1	1	2
XXXVIII...	St. Luke's (Chelsea)	15	2	17	11	4	15	10	0	10	5	1	6	10	3	13	3	0	3	6	0	6	10	0	10	0	0	0	8	0	8	26	0	26	3	1	4	7	1	8	7	1	8	13	0	13	1	0	1	3	0	3
XXXIX.....	Holy Trinity (Chelsea) ...	18	7	25	7	7	14	8	0	8	6	3	9	4	1	5	0	0	0	4	3	7	13	0	13	1	1	2	9	3	12	9	1	10	3	3	6	15	9	24	7	9	16	12	7	19	1	4	5	2	1	3
	Kensington, Chelsea, Pimlico.	89	47	136	51	33	84	69	14	83	28	32	60	35	21	56	10	11	21	34	29	63	51	5	56	4	3	7	49	27	76	55	24	79	15	27	42	46	46	92	20	22	51	40	26	66	11	26	37	21	13	34
XL..........	Central Parish School (Marylebone),	34	17	51	24	20	44	27	3	30	8	6	14	8	20	28	6	7	13	20	18	38	20	4	24	3	1	4	9	11	20	33	22	55	5	6	11	7	14	21	11	6	17	12	6	18	10	10	20	12	6	18
XXXIII	Charity School for Girls (Marylebone, Resident)..	...	4	4	..	2	2	..	2	2	..	3	3	..	3	3	..	0	0	..	1	1	..	0	0	..	0	0	..	0	0	..	2	2	..	0	0	..	1	1	..	8	8	..	1	1	..	2	2	..	1	1
XLII.........	St. Mary's (Bryanston Sq.)	14	3	17	2	0	2	5	2	7	3	1	4	5	6	11	1	5	6	5	1	6	3	0	3	1	0	1	2	4	6	0	2	2	2	3	5	11	4	15	3	6	9	4	3	7	5	2	7	2	5	7
XLIII........	St. Andrew's (Wells Street)	8	4	12	5	4	9	5	0	5	2	2	4	8	1	9	2	1	3	2	3	5	2	0	2	1	0	1	1	2	3	1	0	1	1	1	2	5	5	10	1	4	5	1	1	2	2	3	5	5	1	6
XLI..........	Bell Street Board School (Lisson Grove).	16	23	39	5	10	15	1	4	5	1	4	5	4	10	14	0	2	2	1	6	7	5	0	5	3	0	3	4	11	15	3	12	15	0	9	9	3	7	10	8	8	16	3	5	8	0	1	1	3	2	5
	Marylebone..........	72	51	123	36	36	72	38	11	49	14	16	30	25	40	65	9	15	24	28	29	57	30	4	34	8	1	9	16	28	44	37	38	75	8	19	27	26	31	57	23	27	50	20	16	36	17	18	35	22	15	37
XLIV	St. Pancras, National (Lancing Street).	15	5	20	18	12	30	28	7	35	20	11	31	19	6	25	9	8	17	18	13	31	23	3	26	1	0	1	12	8	20	26	14	40	5	0	5	11	6	17	2	2	4	8	2	10	3	6	9	11	4	15
LV	St. Pancras, National (Thanet Street).	7	8	15	10	4	14	11	1	12	6	3	9	6	7	13	0	4	4	6	3	9	3	0	3	4	0	4	2	1	3	3	1	4	1	1	2	12	5	17	5	6	11	12	4	16	1	2	3	0	4	4
XLVI	St. John's (Fitzroy Square)	11	15	26	8	4	12	3	1	4	4	3	7	5	5	10	0	0	0	3	3	6	3	2	5	0	0	0	2	2	4	2	0	2	2	2	4	5	1	6	3	6	9	4	1	5	1	3	4	2	3	5
	St. Pancras..........	33	28	61	36	20	56	42	9	51	30	17	47	30	18	48	9	12	21	27	19	46	29	5	34	5	0	5	16	11	27	31	15	46	8	3	11	28	12	40	10	14	24	24	7	31	5	11	16	13	11	24
XLVII......	St. Martin's (Charing Cross).	17	18	35	2	4	6	9	1	10	1	4	5	2	6	8	0	0	0	3	3	6	1	1	2	0	0	0	4	6	10	4	0	10	0	8	8	3	6	9	9	15	24	3	5	8	2	5	7	1	1	2

XLVIII	St. Martin's, Northern (Endell Street).	6	14	20	6	4	10	7	2	9	2	2	4	2	4	6	0	0	0	3	1	4	3	0	3	1	0	1	3	2	5	3	2	5	1	2	3	2	1	3	7	1	8	2	1	3	3	0	3	0	1	1
	Strand	23	32	55	8	8	16	16	3	19	3	6	9	4	10	14	0	0	0	6	4	10	4	1	5	1	0	1	7	8	15	7	8	15	1	10	11	5	7	12	16	16	32	5	6	11	5	5	10	1	2	3
XLIX	St. Thomas' (Charterhouse).	16	7	23	10	2	12	13	4	17	2	3	5	5	4	9	0	3	3	1	2	3	7	4	11	1	0	1	10	10	20	16	2	18	1	4	5	16	6	22	6	9	15	11	3	14	0	1	1	2	0	2
L	Anne Street Board School (Holborn).	32	11	43	5	5	10	8	3	11	5	3	8	16	6	22	2	1	3	5	2	7	9	3	12	1	1	2	11	6	17	7	14	21	2	4	6	3	4	7	9	5	14	2	2	4	1	3	4	5	6	11
LI	Bath Street Board School (City Road).	15	29	44	3	4	7	4	3	7	7	5	12	12	11	23	1	2	3	4	12	16	7	2	9	2	0	2	6	19	25	10	9	19	2	5	7	4	12	16	10	13	23	1	7	8	0	1	1	7	6	13
	Clerkenwell	63	47	110	18	11	29	25	10	35	14	11	25	33	21	54	3	6	9	10	16	26	23	9	32	4	1	5	27	35	62	33	25	58	5	13	18	23	22	45	25	27	52	14	12	26	1	5	6	14	12	26
LII	Angler's Gardens	12	16	28	9	2	11	6	4	10	9	3	12	9	10	9	0	0	0	3	5	8	6	2	8	0	0	0	10	5	15	12	8	20	0	4	4	16	5	21	10	2	12	12	1	13	1	2	3	2	0	2
LIII	"Forster" Board School	14	15	29	5	4	9	6	1	7	8	4	12	9	11	20	0	0	0	2	2	4	7	6	13	3	1	4	2	2	4	12	7	19	2	3	5	6	1	7	14	4	18	5	0	5	3	0	3	3	3	6
	Islington	26	31	57	14	6	20	12	5	17	17	7	24	18	21	39	0	0	0	5	7	12	13	8	21	3	1	4	12	7	19	24	15	39	2	7	9	22	6	28	24	6	30	17	1	18	4	2	6	5	3	8
LIV	St. Botolph's (Aldgate)	2	1	3	2	1	3	3	0	3	1	0	1	0	0	0	0	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1	1	2	1	3	2	0	2	2	1	3	0	0	0	0	0	0
LV	St. Botolph's Infant School (Bishopsgate).	5	5	10	2	1	3	0	0	0	1	0	1	4	1	5	0	0	0	1	0	1	0	0	0	0	0	0	2	1	3	2	1	3	0	1	1	0	1	1	2	1	3	0	0	0	0	0	0	0	1	1
VLI	Sir John Cass (Jury Street)	4	7	11	2	0	2	1	1	2	4	4	8	2	5	7	0	0	0	0	1	1	0	0	0	0	0	0	1	2	3	1	0	1	0	1	1	7	3	10	1	1	2	7	2	9	0	1	1	0	0	0
LVII	Langbourne Ward School (Lime Street.)	6	4	10	3	4	7	6	1	7	0	1	1	0	4	4	0	1	1	1	2	3	5	0	5	0	0	0	3	4	7	8	1	9	2	2	4	1	0	1	5	2	7	2	0	2	3	1	4	1	0	1
LVIII	Lady Holles (Red Cross street).	...	27	27	..	10	10	..	1	1	..	0	0	..	10	10	..	1	1	..	9	9	..	5	5	..	0	0	..	11	11	..	11	11	..	8	8	..	7	7	..	13	13	..	8	8	..	8	8	..	7	7
	City of London	17	44	61	9	16	25	10	3	13	6	5	11	6	20	26	0	3	3	2	12	14	6	5	11	0	0	0	6	18	24	11	13	24	2	13	15	10	12	22	10	17	27	11	11	22	3	10	13	1	8	9
LIX	St. Stephen's (Commercial Street).	8	6	14	9	5	14	8	1	9	8	3	11	15	7	22	4	1	5	11	6	17	8	0	8	4	0	4	6	2	8	15	4	19	2	6	8	12	5	17	2	5	7	8	0	8	0	1	1	5	2	7
LX	All Saints' (Brick Lane)	13	5	18	9	15	24	10	4	14	6	7	13	7	3	10	4	2	6	11	0	11	12	2	14	10	1	11	12	1	13	13	5	18	3	3	6	8	10	16	5	3	8	3	6	9	1	3	4	8	3	11
LXI	Jews, Infants (Commercial Street).	14	9	23	1	6	7	1	3	12	2	8	10	5	8	13	1	1	2	5	5	10	3	1	4	2	0	2	2	4	6	0	2	2	1	4	5	3	1	4	0	3	3	0	0	0	2	5	7	2	7	9
LXIA	Jews' Free School (Bell Lane).	33	42	75	15	13	28	38	14	52	2	3	5	28	23	51	10	12	22	23	8	31	45	18	63	3	1	4	18	9	27	35	16	51	8	22	30	10	13	23	60	65	125	5	5	10	4	9	13	8	5	13
LXII	St. Mary's (Whitechapel)	10	7	17	4	1	5	2	0	2	4	2	6	2	3	5	0	0	0	1	2	3	6	0	6	1	0	1	2	1	3	0	0	0	0	1	1	1	3	4	1	3	4	4	1	5	0	4	4	1	1	
LXIII	St. Mark's (Whitechapel)	10	14	24	2	3	5	8	1	9	4	0	4	3	1	4	0	0	0	3	2	5	4	1	5	2	0	2	4	3	7	5	2	7	2	2	4	0	4	4	2	2	4	1	4	5	0	3	3	1	0	1
LXIV	St. Paul's	14	15	29	2	2	4	3	1	4	3	5	8	0	2	2	0	0	0	2	1	3	4	0	4	0	0	0	3	2	5	5	3	8	0	0	0	3	4	7	0	1	1	3	2	5	1	2	3	0	1	1
	Whitechapel	102	98	200	42	45	87	73	29	102	29	28	57	60	47	107	19	16	35	56	24	80	82	22	104	22	2	24	47	22	69	73	32	105	16	38	54	37	40	77	70	82	152	24	18	42	8	27	35	25	19	44
LXV	"Red Coat" School (Stepney Green).	28	15	43	16	12	28	19	5	24	16	4	20	6	5	11	6	5	11	8	6	14	23	3	26	5	0	5	13	4	17	34	19	53	12	8	20	9	22	31	6	12	18	6	8	14	0	5	5	10	4	14
LXVI	St. Anne's (Limehouse)	14	1	15	10	13	23	10	2	12	4	6	10	4	6	10	0	3	3	3	3	6	10	5	15	0	1	1	5	3	8	16	10	26	8	1	9	4	10	14	6	4	10	3	7	10	0	3	3	3	5	8
LXVII	Free School (Copperfield road, Dr. Barnardo).	5	18	23	1	5	6	2	3	5	0	4	4	1	7	8	0	0	0	0	2	2	3	1	4	0	0	0	1	4	5	3	4	7	0	7	7	2	10	12	0	4	4	2	7	9	0	6	6	1	0	1
	Stepney	47	34	81	27	30	57	31	10	41	20	14	34	11	18	29	6	8	14	11	11	22	36	9	45	5	1	6	19	11	30	53	33	86	20	16	36	15	42	57	12	20	32	11	22	33	0	14	14	14	9	23

No.	Schools.	Analysis of conditions of defective development.															Analysis of defective nerve signs.																																			
		8 Cranial abnormalities.			9 Palate defective.			10 External ear defective.			11 Epicanthis.			12 Other defects in development.			13 General balance bad.			14 Expression defective.			15 Frontals over-acting.			16 Corrugation.			17 O. oculi relaxed.			18 Eye movements defective.			19 Head balance weak.			20 Hand balance nervous.			21 Hand balance weak.			22 Finger twitches.			23 Lordosis.			24 Other nerve signs.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
LXVIII	Raine's School (St. George's-in-the-East).	25	16	41	9	8	17	20	6	26	12	5	17	12	13	25	1	2	3	13	7	20	26	6	32	5	3	8	9	1	10	19	10	29	4	1	5	13	7	20	18	2	20	12	5	17	6	3	9	9	4	13
LXIX	St. Michael's and St. Mary's R. C. (Commercial Street).	27	12	39	4	8	12	19	3	22	7	6	13	15	17	32	11	6	17	17	14	31	35	4	39	8	4	12	11	3	14	21	16	37	2	3	5	10	8	18	11	3	14	7	4	11	1	3	4	10	3	13
	St. George's-in-the-East.	52	28	80	13	16	29	39	9	48	19	11	30	27	30	57	12	8	20	30	21	51	61	10	71	13	7	20	20	4	24	40	26	66	6	4	10	23	15	38	29	5	34	19	9	28	7	6	13	19	7	26
LXX	St. Peter's (Bethnal Green)	2	2	4	0	5	5	1	0	1	0	2	2	1	1	2	0	2	2	0	2	2	2	0	2	0	0	0	2	1	3	1	4	5	0	2	2	0	2	2	1	0	1	0	0	0	0	2	2	3	2	5
LXXI	St. Bartholomew's (Bethnal Green).	7	2	9	2	5	7	7	0	7	7	2	9	7	8	10	3	1	4	8	1	9	4	0	4	2	0	2	3	0	3	8	2	10	3	3	6	5	2	7	7	0	7	6	0	6	1	0	1	2	4	6
LXXII	Wesleyan School (Bethnal Green).	10	2	12	6	4	10	12	5	17	4	0	4	6	3	9	2	4	6	8	4	12	4	0	4	1	0	1	3	2	5	9	5	14	2	4	6	7	1	8	2	4	6	3	1	4	0	0	0	6	2	8
LXXIII	St. James-the-Less (Bethnal Green).	8	0	8	8	1	9	8	0	8	5	0	5	6	3	9	1	1	2	4	0	4	13	0	13	0	0	0	7	1	8	7	1	8	1	1	2	4	1	5	7	3	10	4	0	4	4	0	4	1	0	1
LXXIV	St. John's (Bethnal Green)	10	2	12	6	5	11	4	2	6	3	4	7	2	3	5	1	1	2	8	3	11	15	1	16	4	0	4	4	3	7	8	8	16	2	4	6	7	6	13	2	1	3	2	1	3	2	3	5	9	1	10
	Bethnal Green	37	8	45	22	20	42	8	27	39	19	8	27	22	13	35	7	9	16	28	10	38	38	1	39	7	0	7	19	7	26	33	20	53	8	14	22	23	12	35	19	8	27	15	2	17	7	5	12	21	9	30
LXXV	St. John's National (Hackney).	15	18	33	18	5	23	13	3	16	2	2	4	6	5	11	0	0	0	5	2	7	11	1	12	4	0	4	5	2	7	5	7	12	1	2	3	16	2	18	4	2	6	16	0	16	3	0	3	6	4	10
LXXVI	St. George's (Battersea)...	25	18	43	7	4	11	7	1	8	11	2	13	16	7	23	3	0	3	1	1	2	9	0	9	0	0	0	4	1	5	4	2	6	1	3	4	7	3	10	5	3	8	6	3	9	2	2	4	3	1	4
LXXVII	Latchmere Board School..	35	37	72	19	6	25	11	3	14	20	9	29	22	24	46	2	4	6	12	8	20	15	6	21	2	1	3	11	6	17	17	12	29	6	6	12	8	8	16	22	15	37	6	4	10	7	2	9	8	3	11
	Battersea	60	55	115	26	10	36	18	4	22	31	11	42	38	31	69	5	4	9	13	9	22	24	6	30	2	1	3	15	7	22	21	14	35	7	9	16	15	11	26	27	18	45	12	7	19	9	4	13	11	4	15
LXXVIII ...	St. George's (Camberwell)	33	8	41	13	8	21	20	6	26	10	8	18	16	11	27	5	1	6	16	0	16	16	4	20	3	1	4	7	0	7	14	7	21	5	3	8	5	12	17	8	1	9	4	5	9	3	4	7	8	2	10
LXXIX	All Saints (East Street, Walworth).	10	16	26	5	11	16	7	1	8	3	4	7	5	5	10	0	2	2	4	2	6	16	0	16	2	0	2	3	0	3	1	0	1	0	4	4	1	5	6	3	10	13	0	3	3	0	0	0	1	0	1

LXXX	Stockwell Training College, Practising Schools	7	8	15	1	2	3	2	5	7	0	6	6	1	10	11	0	6	6	1	9	10	4	4	8	1	0	1	0	7	7	3	0	3	0	13	13	3	55	58	1	9	10	2	11	13	1	27	28	2	5	7
	Camberwell, Walworth, and Stockwell.	50	32	82	19	21	40	29	12	41	13	18	31	22	26	48	5	9	14	21	11	32	36	8	44	6	1	7	10	7	17	18	7	25	5	20	25	9	72	8	12	20	32	6	19	25	4	31	35	11	17	18
LXXXI	St. Mary's (Bermondsey) .	17	17	34	4	4	8	4	1	5	5	4	9	10	3	13	1	1	2	7	7	14	5	2	7	1	0	1	8	4	12	18	5	23	3	3	6	7	14	21	3	2	5	5	11	16	2	2	4	4	1	5
LXXXII	St. James' (Bermondsey)..	19	4	23	5	1	6	11	1	12	5	7	12	13	13	16	3	0	3	5	0	5	13	1	14	4	1	5	7	3	10	7	0	7	2	0	2	2	0	2	8	1	9	2	0	2	2	1	3	4	1	5
LXXXIII ...	Boutcher's school (Bermondsey).	13	7	20	16	5	21	17	2	19	4	2	6	13	4	17	4	4	8	9	3	12	19	1	20	3	0	3	11	6	17	14	1	15	6	3	9	9	6	15	15	10	25	9	5	14	2	1	3	6	0	6
LXXXIV ...	Borough Road Training College practicing schools.	22	..	22	0	..	0	11	..	11	3	..	3	15	..	15	3	..	3	1	..	1	16	..	16	17	..	17	8	..	8	2	..	2	5	..	5	24	..	24	5	..	5	9	..	9	7	..	7	11	..	11
	Bermondsey and St. Saviour's.	71	28	99	25	10	35	43	4	47	17	13	30	51	10	61	11	5	16	22	10	32	53	4	57	25	1	26	34	13	47	41	6	47	16	6	22	42	20	62	31	13	44	25	16	41	13	4	17	25	2	27
LXXXV	St. John's (Deptford).....	11	6	17	7	7	14	10	0	10	2	4	6	5	1	6	1	2	3	3	3	6	12	2	14	1	0	1	4	1	5	6	5	11	0	4	4	1	1	2	4	5	9	1	0	1	1	2	3	0	0	0
LXXXVI ...	Regent Street Board School (Deptford).	18	39	57	8	9	17	4	6	10	5	8	13	13	22	35	5	5	10	2	16	18	26	8	34	1	1	2	5	14	19	4	14	18	4	10	14	3	15	18	5	10	15	3	7	10	0	3	3	6	2	8
LXXXVII ..	Christ Church (Greenwich).	8	15	23	6	3	9	10	2	12	4	4	8	6	6	12	0	0	0	4	4	8	8	2	10	3	0	3	5	1	6	8	3	11	3	7	10	7	4	11	3	14	17	7	3	10	3	7	10	1	0	1
LXXXVIII .	St. Mary's (Woolwich)....	14	5	19	6	3	9	11	4	15	8	1	9	8	2	10	0	5	5	4	3	7	18	5	23	0	0	0	2	1	3	13	4	17	0	4	4	5	7	12	4	4	8	5	5	10	1	5	6	1	0	1
	Deptford, Greenwich, and Woolwich.	51	65	116	27	22	49	35	12	47	19	17	36	32	31	63	6	12	18	13	26	39	64	17	81	5	1	6	16	17	33	31	26	57	7	25	32	16	27	43	16	33	49	16	15	31	5	17	22	8	2	10
LXXXIX ...	St. Stephen's (Lewisham).	11	14	25	3	2	5	6	1	7	3	2	5	6	4	10	2	1	3	9	0	9	12	1	13	1	0	1	3	5	8	6	5	11	0	5	5	2	4	6	12	5	17	1	4	5	3	0	3	5	0	5
XC	St. Mary's (Lewisham) ...	3	11	14	5	0	5	8	1	9	6	4	10	4	0	4	1	0	1	1	2	3	6	3	9	0	0	0	1	1	2	3	2	5	0	0	0	2	0	2	5	0	5	2	0	2	0	0	0	0	0	0
	Lewisham	14	25	39	8	2	10	14	2	16	9	6	15	10	4	14	3	1	4	10	2	12	18	4	22	1	0	1	4	6	10	9	7	16	0	5	5	4	4	8	17	5	22	3	4	7	3	0	3	5	0	5
XCI	Holy Trinity (Guilford) ..	17	7	24	8	1	9	7	3	10	3	0	3	6	1	7	0	0	0	4	1	5	5	1	6	0	0	0	5	0	5	3	0	3	2	1	3	5	3	8	6	5	11	5	3	8	4	0	4	1	0	1
XCII	St. Nicholas (Guilford) ...	1	10	11	1	0	1	0	0	0	0	2	2	2	7	9	0	0	0	1	2	3	7	1	8	1	0	1	0	0	0	0	0	0	0	0	0	1	1	2	4	0	4	2	0	2	0	0	0	0	0	0
	Guilford	18	17	35	9	1	10	7	3	10	3	2	5	8	8	16	0	0	0	5	3	8	12	2	14	1	0	1	5	0	5	3	0	3	2	1	3	6	4	10	10	5	15	7	3	10	4	0	4	1	0	1
XCIII	St. John's (Croydon)......	26	5	31	12	3	15	24	3	27	12	1	13	11	8	19	1	1	2	7	1	8	13	1	14	4	1	5	4	1	5	2	3	5	3	2	5	18	8	26	5	8	13	18	6	24	6	3	9	6	3	9
XCIV	St. James' School (Croydon).	10	4	14	4	5	9	15	0	15	2	6	8	3	5	8	1	2	3	5	3	8	9	0	9	0	0	0	8	4	12	1	2	3	0	3	3	3	9	12	3	6	9	3	6	9	3	7	10	2	0	2
XCV	Ragged School (Croydon).	4	7	11	2	0	2	1	2	3	3	2	5	3	1	4	1	0	1	0	0	0	1	1	2	0	1	1	1	0	1	0	0	0	1	0	1	1	2	3	3	0	3	2	2	4	0	0	0	0	0	0
	Croydon	40	16	56	18	8	26	40	5	45	17	9	26	17	14	31	3	3	6	12	4	16	23	2	25	4	2	6	13	5	18	3	5	8	4	5	9	22	19	41	11	14	25	23	14	37	9	10	19	8	3	11
XCVI	Maybury Road Board School (Woking).	6	10	16	3	4	7	10	1	11	6	2	8	8	6	14	1	0	1	1	1	22	1	5	26	2	0	2	3	2	5	10	4	14	1	4	5	1	7	8	6	2	8	2	4	6	1	2	3	0	1	1
XCVII	British School (Weybridge).	2	4	6	0	0	0	2	0	2	0	1	1	0	2	2	1	0	1	2	1	3	1	0	1	0	0	0	3	1	4	2	2	4	1	0	1	1	0	1	1	1	2	0	0	0	0	0	0	1	0	1
XCVIII	National School (Weybridge).	4	3	7	3	1	4	8	0	8	3	5	8	5	3	8	0	0	0	2	0	2	4	2	6	0	0	0	2	2	4	2	0	2	1	0	1	2	1	3	4	0	4	2	0	2	0	1	1	0	0	0
XCIX	National School (Addlestone).	7	6	13	3	3	6	5	1	6	5	4	9	6	2	8	0	0	0	1	1	2	5	2	7	0	1	1	0	0	0	3	1	4	0	0	0	5	0	5	6	2	8	3	0	3	1	2	3	2	0	2

TABLE 35—*Public elementary schools, etc.*—Continued.

No.	Schools.	Analysis of conditions of defective development.															Analysis of defective nerve signs.											
		8			9			10			11			12			13			14			15			16		
		Cranial abnormalities.			Palate defective.			External ear defective.			Epicanthis.			Other defects in development.			General balance bad.			Expression defective.			Frontals overacting.			Corrugation.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
C	Sir Wm. Perkin's School (Chertsey).	11	11	22	13	6	19	10	3	13	14	6	20	9	2	11	0	1	1	0	3	3	14	0	14	1	0	1
	Weybridge District	30	34	64	22	14	36	35	5	40	28	18	46	28	15	43	2	1	3	6	1	12	45	9	54	3	1	4
CI	High School for Girls under Charity Commissioners.	...	1	1	..	0	0	..	10	10	..	6	6	..	8	8	..	7	7	..	14	14	..	3	3	..	0	0
CII	Practicing School Training College (Tottenham).	2	10	12	0	3	3	0	1	1	1	1	2	0	6	6	1	2	3	2	3	5	5	7	12	0	0	0
CIII	National School (Hanwell).	16	8	24	20	6	26	5	3	8	4	5	9	13	5	18	2	0	2	4	2	6	4	1	5	0	1	1
CIV	National School (Mill Hill)	3	1	4	4	1	5	3	2	5	3	1	4	3	0	3	0	1	1	2	1	3	1	1	2	1	0	1
CV	School for Deaf and Dumb (Old Kent Road).	14	4	18	5	2	7	8	1	9	2	1	3	6	7	13	0	1	1	7	2	9	6	1	7	2	1	3
CVI	A private school (Kent)	2	..	2	4	..	4	6	..	6	0	..	0	0	..	0	2	..	2	3	..	3	6	..	6	3	..	3
	Other schools	37	24	61	33	12	45	22	17	39	10	14	24	22	26	48	5	11	16	18	22	40	22	13	35	6	2	8

No.	Schools.	Analysis of defective nerve signs.																							
		17			18			19			20			21			22			23			24		
		O. oculi relaxed.			Eye movements defective.			Head balance weak.			Hand balance nervous.			Hand balance weak.			Finger twitches.			Lordosis.			Other nerve signs.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
C	Sir Wm. Perkin's School (Chertsey).	3	3	6	2	3	5	0	4	4	7	4	11	15	2	17	4	3	7	4	4	8	3	1	4
	Weybridge District	11	81	91	9	10	29	3	8	11	16	12	28	32	7	39	11	7	18	6	9	15	6	2	8
CI	High School for Girls under Charity Commissioners.	..	15	15	..	22	22	..	7	7	..	21	21	..	9	9	..	3	3	..	8	8	..	3	3
CII	Practicing School Training College (Tottenham).	1	4	5	5	14	19	1	7	8	4	5	9	0	16	16	2	2	4	0	3	3	2	0	2
CIII	National School (Hanwell).	1	0	1	0	0	0	0	1	1	2	3	5	0	0	0	2	5	7	1	5	6	2	3	5
CIV	National School (Mill Hill)	1	0	1	0	0	0	0	1	1	2	0	2	0	0	0	0	1	1	0	2	2	0	0	0
CV	School for Deaf and Dumb (Old Kent Road).	1	0	1	1	2	3	1	1	2	6	3	9	2	0	2	9	0	9	6	4	10	2	0	2
CVI	A private school (Kent)	4	..	4	1	..	1	1	..	1	2	..	2	1	..	1	6	..	6	1	..	1	5	..	5
	Other schools	8	19	27	7	38	45	3	17	20	16	32	48	3	25	28	19	11	30	8	22	30	11	6	17

INTERNATIONAL COMMITTEE ON THE MENTAL AND PHYSICAL CONDITION OF CHILDREN.

FORMATION OF A COMMITTEE.

At the International Congress of Hygiene and Demography the following resolutions were passed:

In Section IV (infancy and childhood) it was proposed by Dr. Shuttleworth (Lancaster), seconded by Mr. Graham Balfour, and carried unanimously:

> That, according to the returns prepared by Dr. Warner on the feeble-minded, epileptic, etc., it would appear that an appreciable number of children, though not imbecile, are more or less defectively developed in brain and body. That for their training and education special arrangements are necessary, and that in the absence of such arrangements there is grave fear of moral and mental deterioration.

In Division II (Demography) the following resolution was proposed by Mr. Ernest Hart, seconded by Mr. Graham Balfour, and carried unanimously:

> That an investigation which has been made in regard to the conditions of bodily development and brain action in some 50,000 children indicate new and grave problems respecting the provision necessary for the care and training of those who are more or less defective in make, and also respecting the causation, in certain districts, of mal-developments which are much associated with defects of the brain; and that an extended scientific inquiry is desirable for the further elucidation of this subject.

In Section IV the following resolution, proposed by Dr. Kotelman (Hamburg) on behalf of Dr. Ludwig Strumpell (Leipzig), Dr. F. L. A. Koch (Leipzig), Dr. Emil Schmidt (Leipzig), Dr. Ernst Hasse (Leipzig), amended by Dr. Warner, was carried with one dissentient:

> That this congress do appoint a commission of persons severally conversant in: (1) Examination of the physical condition of children; (2) mental conditions and diseases; (3) education and methods of dealing with children; (4) statistical compilation of facts; whose duty it shall be to inquire into the condition of children in schools and elsewhere, and carry out the same upon a fixed plan. This congress empowers the commission to add to their number, and to appeal to recognized authorities or cources for assistance if necessary.

The following were proposed as members of the commission, Dr. Warner being the convener: Dr. Kotelman, Hamburg; Dr. Jacobi, New York; Dr. Roussel, Paris; Dr. Burgerstein, Vienna; Dr. Kuborn, Seraing-Liège; Sir Douglas Galton, London; Mr. Diggle, London; Dr. G. V. Poore, London; Mr. Spalding, London; Dr. Warner, London.

This committee appointed by the International Congress of Hygiene has now been considerably enlarged by the addition of Representatives from various learned societies, and now consists of

E. WHITE WALLIS,
Secretary, Parkes Museum, Margaret street, W.

MEMBERS OF THE COMMITTEE ON THE MENTAL AND PHYSICAL CONDITION OF CHILDREN.

President, Lord Egerton of Tatton, late chairman of the Royal Commission on the Blind, Dumb, etc.

Chairman, Sir Douglas Galton, K. C. B., LL. D., F. R. S.

Treasurer, Rowland Hamilton, F. S. S., representative of the Royal Statistical Society.

The Archbishop of Westminster; Sir Thomas Crawford, K. C. B., Q. H. S., M. D.; Sir Philip Magnus; Sir George Humphry, F. R. S., representative of the British Medical Association; Sir Richard Quain, Bart., F. R. S.; Dr. Fletcher Beach; Rev. George Bell, master Marlborough College; G. W. Bloxam; E. W. Brabrook; Dr. Bridgewater, representative of the British Medical Association; Surgeon-General Cornish, C. I. E., F. R. C. S.; Joseph R. Diggle, esq., chairman of the School Board for London; Dr. Langdon Down, representative of the British Medical Association; Dr. Farquharson, M. P.; Dr. J. G. Garson; Timothy Holmes, M. A., F. R. C. S., representative of the Charity Organization Society; Gen. Moberly, vice-chairman of the School Board for London; Shirley Murphy, M. R. C. S., medical officer of health, London County Council; Dr. Needham, commissioner in lunacy, representative of the British Medical Association; J. W. Palmer, Miss Poole, Dr. G. V. Poore, honorable secretary general, Congress of Hygiene and Demography; Dr. Henry Rayner, Dr. T. J. Rogers, Dr. G. H. Savage, J. Holt Schooling, Rev. T. W. Sharpe, senior chief inspector, Education Department; Dr. Shuttleworth, T. A. Spalding, LL. D., Hon. Lyulp Stanley, member School Board for London; Dr. Octavius Sturges, Dr. Francis Warner, Rev. J. C. Welldon, head master Harrow School.

Secretary, E. White Wallis, F. S. S., secretary of the Sanitary Institute.
Offices, Parkes Museum, Margaret street, London, W.

The committee desire to spread information as to new evidence upon conditions of child life, physical and mental, and have addressed a letter to the Universities, Colleges, and other educational bodies, suggesting the desirability of establishing lectures upon the subject. One course of lectures has been arranged to commence in October, and it is hoped that others will shortly follow. The committee are also in communication with Washington, New York, Paris, Vienna, and Leraing-Leige.

CHAPTER XXX.

FACILITIES IN EXPERIMENTAL PSYCHOLOGY IN THE COLLEGES OF THE UNITED STATES.

BY WILLIAM O. KROHN, PH. D.

(Professor of psychology and pedagogy, University of Illinois.)

INTRODUCTION.

The first laboratory in experimental psychology was founded by Prof. Wilhelm Wundt at Leipzig in 1878, with very unpretentious aims and inauspicious beginnings. At first he received neither patronage nor recognition from the State and indeed his one room was no more than a little Werkstätte, for the psychological laboratory of that day was of necessity an experiment in itself. However, this little laboratory soon became widely known, and on account of its very novelty attracted many of the students of philosophy then attending the University of Leipzig. The value of their new experimental method so impressed these students that it was soon carried into effect at other institutions, and happily this new movement early found its way to America. To President G. Stanley Hall and Dr. J. McKay Cattell, Wundt's first American students, belongs the credit of introducing the experimental methods of treating psychology into the American college; the first laboratory being that of Johns Hopkins University at Baltimore, in which laboratory so many of the teachers of experimental and comparative psychology in the various colleges of the United States received their training. From this one comparatively small laboratory at Johns Hopkins the number has rapidly increased to fifteen now in actual use while no less than ten other institutions have taken steps to secure laboratory facilities within a year.

In Europe the progress of the new movement in psychology has been much slower than in our own country, but of Wundt's students Münsterberg established a laboratory at Freiburg in Baden and Martius in Bonn, while G. E. Müller at Göttingen has a laboratory that can hardly be excelled. The last named is in all probability the outgrowth of that interesting series of lectures on Medicinische Psychologie read by Hermann Lotze while he was professor in Göttingen, whose successor Müller is. At Berlin, Heidelburg, Munich, Geneva, Bern, Copenhagen, Groningen, and Jena are smaller collections of apparatus which serve chiefly for the purposes of illustration and the carrying on of "practice courses" rather than for original research. The limited facilities at these latter places are due rather to the poor financial support on the part of the State, most of the laboratories having been established by the professors out of their own meager salaries and limited means. The facilities at Paris are very good, but in all England there is as yet practically nothing in this line. At Cambridge a meager £100 has just been appropriated, while at Oxford only very recently has the matter been even discussed. On the other hand the valuation of the present laboratory equipment in this country is more than $30,000, much greater than that of all the European laboratories put together.

In the following description an effort has been made to place before the public the actual facilities in experimental psychology at those institutions of our country so fortunate as to possess them, with a belief that many of the questions now being propounded will find answer in such a description; and also with the hope that it will be demonstrated to all that psychology no longer lives upon the crumbs that fall from the tables of neurology and physiology, but investigates from its own point of view and no less broad mindedly than the other sciences.

There is no longer need of argument for the value of experimental methods as applied to psychology and yet some would fain restrict the psychologist to a color mixer and a few models of the brain as his quota of apparatus, forgetting that nineteenth-century students demand nineteeeth-century methods, and that a fourteenth-century psychology will no longer suffice in the American college. There was a time when the chemist needed little else than a spoon and a bottle for his work, but happily this is no longer the case.

In none of the natural sciences has there been the rapid growth that has marked the development of experimental psychology in the United States, for it must be remembered that, with but one exception, all of the fifteen laboratories now in existence in this country have been founded since the autumn of 1888—within *four* years—and furthermore, this number is to be nearly doubled within a year.

It is the further hope that the many doubts and misgivings with reference to the "new" psychology which so frequently find expression in the question: Of what use is a laboratory to the psychologist? will be met in the following description of the various laboratories and that the question itself will be afforded a sufficiently clear answer.

The exhibit in this branch of natural science at the World's Fair, as indicative of actual work done in our colleges, will surprise even some of the closest students of the curriculum and its modification in the American college and will further show as a real matter of fact that the facilities in experimental psychology in the colleges of the United States are nowhere surpassed in the way of advantages offered for original research in one of the most interesting, because one of the most fruitful lines of investigation open to the scientific student.

BROWN UNIVERSITY.

The courses offered in psychology are the following: (1) Introductory course in psychology extending through two terms, required of all juniors. (2) Introductory laboratory course with demonstration and experimental work by the students, one term, elective for juniors. (3) Advanced course, extending through the year, elective for seniors and graduates, consisting of original research in the laboratory and seminary for papers and discussions.

At the date of this writing (December, 1892) the laboratory has been in operation only three months, and hence is not yet fully equipped with apparatus. Some pieces have been ordered, but have not yet arrived, *e. g.*, chronoscope, time-sense apparatus, etc. Others are in course of construction. The list will be made thoroughly complete for demonstrations, and every thing else will be procured as needed for special research. The principal instruments already procured are as follows: The usual apparatus for sensations of contact, pressure, temperature, smell, taste and position, rotation. For the muscle sense, weights, and a new apparatus for measuring extent and rapidity of motion. For hearing, tuning-forks, resonators, siren, sonometer and organ pipes. For vision, various pieces of apparatus for demonstrating the mechanism of the eye, stereoscope, Holmgren's worsteds for investigating color blindness; Helmholtz and Bradley's colored papers, color-wheels and a complete set of apparatus for Hering's experiments in simultaneous contrast, "kymograph, tambours, and electric recording signals, recording metronome, sphygmograph, dynamograph, dynamometer, pneumograph, apparatus for detecting and recording unconscious movements of the hand and Jastrow's automatograph. Further apparatus is rapidly being procured and much can be constructed by the university carpenter and mechanic who have fully equipped workshops.

The library has four rooms, two large ones (one of them 40 by 20 feet), one of which can be thoroughly darkened, and two small ones, each of which is removed from noise, can be darkened, and is electrically connected with the main rooms.

The library of the University contains 75,000 volumes. In psychological literature it is yet far from complete, but the defect is being remedied as rapidly as possible. Every thing needed for special research will be provided.

THE CATHOLIC UNIVERSITY OF AMERICA, WASHINGTON, D. C.

The laboratory for the department of experimental psychology had its beginning during the winter of 1891-'92, three suitable rooms in the divinity building having been set apart for the purpose. Lectures are given three times a week and experimental work is carried on daily. At present the equipment includes the following pieces of apparatus: 3 specimen brains, 2 large models of the brain (Auzoux), 10 small models of the brain (Leipzig), models of eye and ear, model showing eye movements (Wundt), microscopes and histological preparations of nervous tissue, 1 tone measurer (Appium), 1 set (13) tuning forks (Appium), 1 set (20) tuning forks (Kœnig), 1 set (22) cylinders (Kœnig), 1 set (14) resonators (Kœnig), 3 color tops, 1 pendulum apparatus (Wundt), 1 control hammer, 1 Hipp chronoscope (new pattern), 1 recording drum, 2 metonomes, 2 sound hammers, 2 signal bells, 1 electro motor, 1 set statives; Edison batteries, rheochord, Morse keys, commutators, etc.

The arrangement of the laboratory in its present temporary location is far from perfection. However, improved facilities for work will be afforded in the new hall of philosophy, where greater amount of space, divided into convenient and well-appointed rooms, is assigned to the department of experimental psychology.

UNIVERSITY OF CHICAGO.

There is at present but one institution offering work in psychology, and during the present year three different courses are given, as follows: (1) An introductory course consisting (*a*) of a physiological part, devoted to the anatomy and physiology of the nervous system, and the sense organs, and based partly on Bernstein's Five Senses; (*b*) a psychological part, in which is used James's Briefer Course. This is a "double minor," coming five hours a week, for twelve weeks. Next quarter there will be given two parallel courses occupying four hours a week each, and continuing through the remainder of the year, viz: (2) An advanced course in psychology, a reading course based on James's Principles, for those who have had the introductory course; (3) A laboratory course in experimental psychology, based on Dr. Sanford's Notes.

Most of the first appropriation of $1,000 has already been expended for psychological instruments, models and the like. So far the apparatus is as follows: Series of tuning-forks, (Kœnig), differential sonometers, set of resonators (Kœnig), Helmholtz phakoscope, Kuehne's artificial eye, Ewald's pseudoscopes, Golton's set of test-weights, Talrich's models of the brain, Auzoux's models of the brain, eye, and ear. Other pieces, *e. g.* Hipp chronoscope and Cattell's fall-chronometer, have been ordered, but have not yet arrived.

There has been made a further appropriation of $800 for the purchase of psychological instruments in connection with the exhibit at the World's Fair. This will bring to the University a large number of pieces of value for demonstrational purposes.

Within a year the psychological laboratory will be in comfortable quarters in the new biological building which is soon to be erected.

CLARK UNIVERSITY.

The work in psychology at Clark University embraces the allied topics of anatomy of the nervous system, anthropology, pedagogy, and experimental psychology.

The laboratory in experimental psychology at this institution is in many respects the pioneer laboratory of this country both historically and pragmatically. Indeed it comprises nearly all the original apparatus used in the first laboratory in this country, that of Johns Hopkins University.

The three rooms occupied were planned with especial care in the construction of the university building. The largest room occupied by the general laboratory can be readily transformed into a very acceptable dark-room. In this room all the general class work (except lectures) takes place. It is also the general aparatus room, well furnished with wall cases, and supplied with abundant table space, cabinets of drawers and a work bench. The larger part of the best apparatus have been made by the university mechanic.

A very complete equipment is available to the students in the following lines of experimental investigation: (1) Sensations of contact, (2) temperature sensations (hot and cold spots), (3) sensations of pressure, (4) static sensations, *e. g.*, recognition of the postures of the body as a whole, (5) muscle sense, (6) joint and tendon senses, (7) study of bilateral asymmetry of function, (8) sensations of taste and smell, (9) hearing, (10) vision, (11) reaction time experiments.

Over 300 sets of experiments are carried out during the year under the supervision of the laboratory demonstrator.

The chief apparatus is: Hipp chronoscope, two Ludwig kymographs with Cambridge interrupter and other accessories; students drum as recording apparatus; a well-designed wall pendulum on knife edges set in motion electrically and a very accurate time measurer; Wundt's "Zeitsinn" apparatus; control hammer; æthesiometers of different patterns; a complete series of weights for experiment on pressure sense; tilting board; rotating table; Mosso's bed: olfactometer; harmonium; sonometer; Helmholtz phakoscope; ophthalmotrope; plenophalmotrope; tambours; Duprez signals; Hering's color mixers; battery, and motors. Mention can not be made of the numerous minor, and, to outsiders, seemingly insignificant pieces of apparatus with which the majority of the experiments are made. Twenty-five hundred dollars is a conservative valuation of the equipment at Clark.

The following are the courses offered:

(1) *Practical course.*—This consists of about 300 experiments covering the chief

problems of touch, taste, smell, hearing, vision, psycho-physic law, reaction times, association, memory, rhythm, etc. This course follows the normal course now being marked out by Dr. Sanford in the *American Journal of Psychology*, and is intended to give practical familiarity with psycho-physic apparatus, methods, and phenomena, and will occupy three afternoons a week.

(2) *Lectures on physiological psychology.*—These are given thrice a week throughout the year. This course supplements and is concurrent with course 1. It treats of the history, methods, and results of modern experimental psychology and embraces digests of current literature.

(3) A course of two sessions per week through the year, partly by lecture and partly by seminary upon instinct, dreams, hypnotism, and other topics, with demonstrations. The psychological parts of anthropology (myths, rites, and customs) are, in a measure, included in this course.

(4) Weekly conferences devoted to lecturettes, journal club work, quizzes, and seminary study of selected themes in the field of psychology and philosophy.

(5) *Investigation.*—Each advanced student is expected to select some promising topic of research, either experimental or literary, and to have something to show for his work before the end of the year.

Good literary digests in course 4, or valuable studies in course 5, may be published in the American Journal of Psychology, edited by the department.

The founder of this university endowed twenty fellowships, some yielding $600, some $400 annually, and ten scholarships yielding $200 annually. Of the fellows, the past year, 8 were in the department of psychology, likewise 3 scholars.

The American Journal of Psychology is published at Clark University, edited by President G. Stanley Hall. Each volume contains four numbers of about one hundred and fifty pages each. Besides original articles, about half the space is devoted to careful digests of the important literature of the field. This journal stands in the same relation to the psychological investigations of our own land as do Wundt's Philosophische Studien and Ebbinghaus' Zeitschrift für Psychologie und Physioligie der Sinnesorganne to those of Germany.

COLUMBIA COLLEGE.

The laboratory of experimental psychology at this institution occupies four rooms on the top floor of the building containing the offices of administration. One of these rooms (about 40 by 20 feet) is used as a lecture room and laboratory for instruction. The other three rooms (each about 20 by 20 feet) are used chiefly for special research. One room is a dark room, for work on vision. The rooms are well lighted and are supplied with water, gas, and electric power. The college will remove in two years and in the new buildings great care will be given to the accommodation and fittings of the laboratory of experimental psychology.

The collection of apparatus is probably not surpassed by any in this country or in Europe. Two thousand five hundred dollars have been appropriated for the collection by the trustees, in addition to the apparatus which cost $1,200 now in use. The apparatus has been secured with a view to a complete course of experiments, such as is carried out by the students attending the introductory course, and with a view to special researches. There are this year (1892-'93) six students doing special advanced work.

Three courses in experimental psychology are offered by Prof. Cattell: (1) Introductory course; (2) an advanced course whose subject is altered each year; and (3) research work, for which the laboratory is open at all times. An introductory course in psychology is given by Prof. Hyslop and an advanced course by Prof. Butler. Prof. Osborn gives a course on "The Brain," and many other courses of interest to students of experimental psychology are offered by the several faculties of the college and institutions of the city.

University fellowships are open to the students of this department and the library facilities are excellent.

CORNELL UNIVERSITY.

The psychological laboratory of Cornell University is one year old and completely arranged for work. It occupies the third story of the south section of White Hall and contains six rooms, each room being connected with all the others by an elaborate system of telegraphic wires, which facilitates the carrying on of simultaneous work in different parts of the laboratory. The floors are solid, an important feature in the adjustment of fine apparatus, and the elevation secures perfect quiet for experimentation. The first room is devoted to experimental work in acoustics. The laboratory is especially rich in acoustical apparatus, which includes a pianoforte, an Appium's tone measurer (triple set), a long series of tuning forks from the

Hanau workshop, and an extensive set of the instruments made by Kœnig, of Paris. This room is connected by a metal tube for the transmission of auditory stimuli, with the acoustical reacting room.

The second room is arranged as the reacting room in chronometrical experiments. The apparatus is fairly complete. It comprises two Hipp chronoscopes of the new construction, a kymograph of the Ludwig pattern, to which the time-sense disk has been fitted; the large control-hammer, recently devised by Wundt; electro-magnetic hammers, and the Hipp fall-apparatus, for sound stimulation; Cattell's keys, for lip and word reaction; a reading telescope (Cambridge Instrument Company); together with the usual series of simple reaction keys, commutators, bells, resistance boards, etc. A pendulum for light reactions, and a chronograph will soon be added to the collection.

In addition to these instruments room No. 2 contains a series of brain models, including the large Auzoux specimen; two Marey tambours; the Cambridge Instrument Company's box of weights; apparatus for the investigation of the sense of smell; metronomes.

Room No. 3 is arranged as the professor's private room. Here is stored a set of psychophysical and physiological diagrams, and the seminary library will be placed here for the convenience of students who are working continuously in the laboratory.

Room No. 4 is fitted up as a workshop. It contains, besides bench and tool cupboard, the storage battery from which the electrical supply for the laboratory is derived. The fifth room is a dark chamber, and will serve both for optical researches and as the reacting room in acoustical work. An internal chamber, which is movable and still darker, can be employed for perimetric and other experiments.

Room No. 6 is the largest of the suite. At present it has a double function. It is furnished to accommodate small classes; while it also contains the chronoscope table, and so stands in the relation of experimenting room to No. 2. Here are arranged, further, the optical apparatus—Krille's large color-mixer and after-image apparatus; models to demonstrate the movements of the eyes (Helmholtz, etc.); three color-mixing tops of the new Krille pattern; two demonstration stereoscopes; a spectro-photometer, made by the Cambridge Instrument Company; the same company's box of wool color tests; two episkotisters; a diaphragm apparatus, as used by Kirschmann, etc. To these must be added Wundt's fall chronometer for demonstrating the extent of apperception.

The collection of instruments is continually being added to, and the resources of the laboratory increased by the further acquisition of books and diagrams. It will, in all probability, be necessary before long to devote room No. 6 to experimental work exclusively. This term twenty-one students are hearing the professor's course (advanced psychology, with experimental demonstrations), and fifteen are taking work in the laboratory, introductory or advanced.

The laboratory has a special endowment, and psychology a special library fund.

The following courses are now offered: (1) Advanced psychology with experimental illustrations; (2) introduction to laboratory work; (3) reading of German psychology, with work of all kinds in the laboratory.

There are three fellowships and six scholarships in the Sage school; and these are open to candidates offering psychology.

DENISON UNIVERSITY.

The instruction in experimental psychology at Denison University is in charge of the department of biology. The course is based on a thorough preparation in anatomy and physiology, including embryology, histology, and comparative morphology. A term in neurology is given to scientific students in the fall of the junior year, and a term of physiological psychology is elective for all students in the winter term of the senior year. In the graduate course, a year of advanced work and research is provided for, distributed between psychophysics, comparative psychology, and neurology. A building in course of erection will afford room for one or more laboratories for this work and will be equipped with chronoscope, pendulum, myograph, and the most essential apparatus. A special course of shopwork in which students will construct apparatus of their own devising, will be a feature of the equipment. The present year a single term has been devoted to neurology and physiological psychology.

HARVARD UNIVERSITY.

The department of psychology at Harvard has spared neither money nor endeavor to equip its laboratory in the best manner possible, and as a result we find at America's oldest educational institution what is probably the most valuable collection of psychological apparatus in the world.

In the first place it must be mentioned that there are at Harvard three teachers giving their entire time and effort to instruction in psychology with thirty students taking the practice course and a dozen more advanced men occupying themselves with important research.

The laboratory occupies the upper floor of Dane Hall, the former home of the law school, and consists of two very large rooms (36 by 25 feet), well lighted, and also an excellent dark room.

The apparatus can not be listed in detail, but is arranged in the following four groups:

(1.) Demonstration apparatus (*a*) such apparatus as best serves to represent the connection between mind and body, and their reciprocal influence upon each other. (*b*) Models and prepared tissue of the brain, nerves, and organs of sense, including the most expensive models of the eye and ear, as well as one showing the course of the nerve tracts to the brain. Also a number of wax models for use in the comparative study of the brain. This group also includes a vast number of anatomical charts and histological preparations together with an excellent microscope and accessories. All these are of course only for the purpose of demonstration and form no part of the apparatus for real experimental work,

(2.) Department for the study of the psychology of the senses. There is included in this group a complete set of tuning-forks, an organ, harmonium, reeds and pipes, and resonators for psychological study of the sensations of sound, various kinds of color-mixers, excellent prisms, instruments for the study of the phenomena of after images, as well as of color blindness, and a perimeter, constituting some of the apparatus devoted to psychological optics. Mention must also be made of the complicated apparatus used for the study of the sensations of pressure and contact as well as the various forms of sensation of motion.

(3) Instruments used for psychometric investigations. The laboratory at Harvard is unusually rich in apparatus of this class. Indeed it is as complete in this line as any laboratory can be made at this stage of the science.

(4) The last group includes all apparatus which serves in the investigation of the higher mental processes, *e. g.*, illusions of space and time, studies of memory, attention, association of idea, and forming of judgments. This group also comprises the most recently devised apparatus for the study of the æsthetic feelings.

Belonging to the above four departments, the most expensive pieces of apparatus are the following: Model of the brain (Aeby's and also Auzoux's), models of the end organs of sense, Kœnig's acoustic apparatus, color disks from Hering and Wundt, Baltze's kymograph, registering tuningforks; Ewald's, Hipp's and Münsterberg's chronoscopes and Münsterberg's apparatus for the study of sensations of movement.

At the time of this writing these are the chief pieces of research in progress: (1) Influence of attention upon intensity; (2) localization of several simultaneous sound impressions; (3) investigations upon the æsthetics of color and form; (4) discrimination time for space intervals, following Münsterberg's favorite method of Kettenreaktion; (5) association time with speech; (6) reciprocal influence of sense impressions; (7) influence of the mental process upon bodily fatigue; (8) fusion of touch sensations; (9) reciprocal action of the various volitional impulses.

The courses offered are as follows: (1) Introduction to psychology. Three hours a week one-half year. (2) Beginner's course. Three hours a week entire year. (3) Weekly demonstrations of the above to groups of 10 persons each. (4) Laboratory research. Three to four hours each day. (5) Psychological seminary.

The laboratory also contains a well-equipped psychological library of 400 volumes.

Prof. Münsterberg, who was for so long located at Freiburg in Baden, and who has so recently connected himself with Harvard, brought with him much of his own apparatus with which he made his name and reputation in Germany. This apparatus is a valuable addition to Harvard's facilities.

UNIVERSITY OF ILLINOIS.

The laboratory at this university is just beginning to assume definiteness of form and arrangement. Indeed, it is the newest of all the laboratories in the United States at the time of this report, the first apparatus being set up January 10, 1893. For present needs the quarters in the new natural history building are sufficiently ample, embracing one large laboratory room with water, gas, and electricity, well glazed, and having a solid floor; a dark room, with double sink and gas, entrance to this room being indirect through three doors; and a store room, while there is a lecture room and a private research room in the main building. These quarters, though merely temporary, are quite above the average.

A considerable amount of apparatus is ordered and on the way, but the best and most satisfactory is that constructed in the engineering shops of the university at very low cost, but with great skill. A complete set of charts is being prepared, while the best models and specimens of prepared tissue are in the laboratory.

In the present class of the general course there are thirty seniors. One graduate student has been taking advanced work in this department. The courses are to be organized with a view to offering the best advantages in experimental psychology. The chief and most promising piece of original research now in progress is "A Study of the Dermal Sensations of Pressure, both simultaneous and successive." The results include some very important facts with reference to the educability and memory of the skin.

An entrée of the most generous sort into the State hospitals for the insane, deaf, and dumb, and the blind is not one of the least advantages enjoyed by the students in psychology of this university.

A university bulletin, the publication of which is just begun, affords a desirable avenue for the publication of important results of experimental work. All the leading magazines pertaining to work in this field are accessible to the students.

INDIANA UNIVERSITY.

The laboratory for experimental psychology in Indiana University was opened upon a very modest foundation in the winter of 1887–'88. Gradual additions were made, the value of apparatus at the end of the college year 1890–'91 amounting to about $500. The equipment did not warrant the opening of complete courses, but almost all chapters in experimental psychology were partially illustrated by demonstrations, while researches were carried out in reaction time, estimation of distance by the skin, successive association, and illusions of apperception.

During the college year 1890–'91 work in experimental psychology ceased during the absence of the professor on leave. In that year, however, provision was made for generous additions to the laboratory. At the present time the laboratory has in its possession:

(1) Most of the standard and subordinate appliances for the study of the psychology of the senses. (2) For time determinations a Hipp chronoscope, Marey drum, Ewald chronoscope connection with a standard clock, and the necessary supplementary apparatus, such as tuning-forks, Kronecker interrupter, Duprez signals, and the like. (3) Appliances, such as stethoscope, sphygmograph, phethysmograph, various forms of myograph for use upon animal or human muscles, together with tambours, recepteurs, and tambours à transmission, for recording results graphically. (4) A set of apparatus for anthropometrical tests. (5) A good outfit of tools for the construction of apparatus.

Besides the courses in logic, ethics, and history of philosophy given by the department of philosophy, a course of one term has been given in general elementary psychology and a course of one year in experimental psychology. Provision will be made for advanced undergraduate and graduate work.

Special attention has been given by the professor in charge to the literature of child study and to that of experimental psychology with reference to its possible application to the study of school children. Special courses will be opened for the benefit of teachers, and the research work of the department will, in the immediate future, turn largely in this direction.

UNIVERSITY OF IOWA.

At this university the following courses in psychology are offered: (1) Elementary psychology. Lectures on the nervous system, special senses, and localization of cerebral function, followed by a course in empirical psychology on the basis of James's "Principles of Psychology," one term of five hours a week for seniors. (2) Advanced psychology. Lectures on the time relations of mental phenomena, with experiments in time reactions with the Hipp chronoscope. Lectures on attention, habit, instinct, expression of the emotions. Lectures on abnormal psychology, including unconscious psychosis, dreams, hypnotism, human automatism, and multiple personality. One term, three hours a week, for seniors. (3) Memory class. Lectures on the history of memory theories, modern theories of retention, images, visualization, and amnesia. The second half of the term is given to lectures on memory training, and mnemonics, with exercises. One term, two hours a week.

The equipment of apparatus is as follows: A complete set of charts, illustrating the cerebro-spinal system, the special senses, cerebral localization, and illusions of perception; Auzoux's dissectible model of the brain (with hardened specimens of the human brain and apparatus for dissecting sheeps' brains); Hipp chronoscope, with apparatus for measuring reaction and association, tune, etc.; apparatus for testing psychophysical law in pressure sense, vision, and muscular sense; set of Berlin worsteds for testing color-blindness; also "pseudo-isochromatischen Tafeln" for the same purpose; rotating desks for mixing colors, wooden compasses for testing space-discriminative sensibility of the skin, apparatus for exhibiting contrast, after-images, and illusions.

There is as yet no separate room for experimental psychology, nor has any original research been attempted in this department—that is, in experimental psychology. The apparatus is only used for illustrative purposes.

LELAND STANFORD JUNIOR UNIVERSITY.

The abundant resources of this university have made it possible to found as good a laboratory in experimental psychology as money wisely expended can secure. While nothing can be given as yet in the way of detailed account of the facilities in experimental psychology at this institution, yet from the steps already taken it is easy to see that the laboratory now being equipped will be such as to entitle it to a place in the very front rank.

UNIVERSITY OF NEBRASKA.

All students in psychology are required to do laboratory work. The introductory course occupies three hours a week; one hour in laboratory during the first half year and two hours in laboratory during the second half year. After this year the laboratory requirements will be doubled. The class in the introductory course this year numbers seventy, about one-third of whom are free elective students (not required to take any other work in philosophy). Two-thirds have chosen the subject instead of logic or history of philosophy. One half year's work in one of these three subjects is required of certain students. At present there are only two students doing special work in psychology. Additional apparatus already ordered and the further assistance promised will doubtless add a number of others to the list of special students for next year. It may be interesting to know that ten of the seventy students are teachers in the city schools—three hours a week being so selected as to make it convenient for them to attend the class.

At present there is but one room devoted entirely to laboratory purposes. It is 30 by 40 feet, has good light, excellent floor, and three piers from the ground. The small lecture room assigned to the department is often used as a laboratory when two rooms are needed at the same time.

The department possesses more than $1,000 worth of apparatus, including the better-known standard pieces and a number of useful home-made pieces. In another year there will be abundant facilities with which to perform Stanford's experiments or their equivalent. In this institution experimental psychology is not taught as a sequence to descriptive or nitrospective psychology, but as an introduction to any study of mind. Some little advanced work along one or two lines is offered, and facilities for such work will be increased after sufficient apparatus for the introductory course is provided.

For a new department the library facilities in psychology are good, including nearly all the recent works which have been contributed to the subject by those specially interested in the experimental aspect of the question. The departments of philosophy and pedagogy now receive twenty-eight periodicals. In other institutions of learning some of these would be charged to various departments of biology and medicine.

UNIVERSITY OF PENNSYLVANIA.

The laboratory at this institution was opened in 1888, and occupies three rooms in the biological building, of which two are in actual use. The third will be fitted up in the course of the current year and others will be added as needed. The rooms are well lighted and heated, fitted with electrical apparatus, and supplied with means of cutting off light and sound from experimenters. The laboratory is furnished with all the smaller pieces of apparatus used in the study of the simpler sensations, such as color wheels, spectroscope, stereoscope and slides, siren, Appium tone-measurer, a very complete series of tuning-forks and resonators, perimeter, chronographs, and chronoscopes. The apparatus for the study of simple and compound reactions was constructed and arranged with especial care by Dr. Cattell, so that the experimentee is within reach of the experimenter's voice, although cut off from the more distracting sense impressions.

The following instruments seem worthy of especial mention:

(1) A wheel 1 meter in diameter is so balanced on conical axles as to always be in a state of equilibrium. The periphery, 10 centimeters in breadth, revolves past an opening the size of which can be regulated. The rate of revolution can be determined by means of a chronoscope with which it is connected. This instrument can be used for mixing and contrasting colors, for determining the time required to read words and sentences, and in general for any experiments in which it is desired to expose a visual object for a short but determinate time. If used as a chronograph, it may be made to register accurately the one hundred thousandth part of a second.

(2) *For measuring accuracy of discrimination of time and extent of motions.*—A carriage to be moved by the hand upon a graduated brass scale is connected with the chronoscope. The actual time and extent of the carriage's motion can thus be compared with the judgment of the experimentee.

(3) *For measuring accuracy of discrimination of extent and force of motions.*—Resembles the preceding, but is not connected with the chronoscope, and has an attachment by which weights may be lifted as the carriage is moved.

(4) *For the measurement of sensitiveness to pressure.*—A piston with an area of 1 square cm. is connected with a spring in the handle of the instrument. An index upon the handle registers pressure up to 15 kilograms.

(5) *For the measurement of sensitiveness to slight changes in temperature.*—A metallic, water-tight chamber is inclosed in a black wooden case packed with asbestos. A point of the metal 1 mm. in diameter, and turned to the form of a hemisphere, protrudes through the wood at the tip of the cone. Ice or water can be introduced into the chamber.

(6) A dynamometer for registering force of pull up to 25 kilograms.

(7) *For measuring sensitiveness to the relative intensity of lights.*—A lamp, provided with a metal hood and sliding to and fro upon a graduated scale, throws a beam of light through a hole in a vertical plank upon a white background. A seconds pendulum, controlled by an electromagnet and bearing a blackened screen swings before the hole. By this means the duration and intensity of each illumination, the time interval between any two illuminations, as well as their relative intensity, are brought under the control of the experimenter. Detailed descriptions and cuts of Nos. 2, 3, 6, and 7 will be found in a monograph on the "Perception of Small Differences," recently published by the department.

(8) *For the study of the more simple æsthetic judgments.*—Designed by Drs. Münsterberg and Witmer. A uniform black surface one meter square is so supported upon an upright that it can be adjusted at any angle to the line of sight. In slots on its surface run metal carriers, bearing white points or strips of linen. These are connected with a graduated scale at the rear of the instrument, and are so controlled that the experimenter can present at will to the experimentee points at varying distances from each other, lines divided in varying ratios, and many simple plane figures. It may be used for the study of judgments as to relative size and position, as well as for the æsthetices of simple plane figures.

The department has also in course of construction a color mixer, on which the sectors can be changed while the apparatus is in motion, and a piece of apparatus of simple design, for controlling the chronoscope less expensive but as accurate as Wundt's control hammer, and giving a far wider range of standard times.

The library of the university is especially well supplied with the literature of experimental psychology, and may be regarded as fairly complete in this direction up to date. A sufficient fund is provided for the acquisition of new publications as they appear and the filling up of lacunæ. Books and pamphlets needed by a student for special lines of research are provided by the Department. The following periodicals are now taken and the list is being continually extended: Zeitschrift für Volkerpsychologie u. vergleichende Sprachwissenschaft, Zeitschrift für Psychologie u. Physiologie der Sinnesorgane, Zeitschrift für wissenschaftliche Philosophie, Philosophische Monatshefte, Mind, American Journal of Psychology, Wundt's Philosophische Studien, Philosophical Review, Revue Philosophique, Revue Scientifique, Annales des Sciences Psychiques, Revue d'Hypnotism, Pflueger's Archiv für Physiologie, and many others dealing with philosophy, ethics, ethnology, neurology, psychiatry, and other subjects having a less direct bearing upon psychology proper. Complete sets are on hand of nearly all the above-mentioned magazines.

A course in experimental psychology is offered as an elective to undergraduates of the junior and senior classes and has been taken by 25 men this year. Ladd's smaller textbook is used in connection with lectures and laboratory work.

In the department of philosophy 13 graduates are taking courses in experimental psychology. Instruction is by lectures with collateral reading and experimental investigation of special problems. The following lines of work are being pursued by graduate students: (1) On reaction times as modified by age, education, and physical conditions; (2) Statistical inquiry into the æsthetics of visual form; (3) Certain phenomena of attention; (4) Mental and physiological rhythms.

After this year the courses in experimental psychology will be made elective for students of the fourth year of the course in medicine.

Students of experimental psychology also enjoy the exceptional facilities for the study of physiology, neurology, and psychiatry afforded by the department of medicine.

The results of the work carried on at the laboratory from 1888 to 1891 are embodied in the monograph recently issued by Profs. Fullerton and Cattell as No. 2 of the philosophical series of the University of Pennsylvania and entitled "On the Perception of Small Differences." Other numbers of the series will appear from time to time.

WELLESLEY COLLEGE.

The work in experimental psychology at Wellesley College was begun in the fall of 1891. It is, therefore, little more than a year old, and so far no special students have worked in the laboratory and the only original research undertaken is a statistical inquiry into cases of colored hearing and of forms for numbers, for months, and the like.

The work has, therefore, been of a general character, and its most important result, pedagogically, is the aid which it offers toward demonstrating the value of experimental methods in such a general course in psychology.

The laboratory consists of one large room rather unfavorably situated with reference to quiet and to temperature. There is one small room adjoining, of which use is sometimes made, and the dark room of the department of physics is also placed at disposal.

The apparatus includes a reaction-time instrument (with attachment for measuring reading time), a "joint-sensation" instrument, a copy of Hering's roof-glass instrument (made in the Wellesley carpenter-shop), for experiment in simultaneous contrast, a Wheatstone stereoscope, a Rothe color wheel, with disks (Maxwell, Talbot, and Fechner); apparatus for the Helmholtz and the Hering colored-shadow experiment, and for simple optical and entoptic experiments; a pressure balance, a graduated series of weights, a home-made "Galton's bar," a set of well-made metal statives with clamps and attachments (from Petzoldt, Leipzig), dissecting instruments, and various small pieces of apparatus.

The psychological laboratory is fortunate in being able to borrow from the biological and physical laboratories much of the necessary equipment such as models of brain, spinal cord, eye, and ear; monochords, tuning-forks, and electric batteries. It is happy, also, in the coöperation of carpenters and machinists, under skilled direction.

The library, to which all the students have access, is fairly good in the line of experimental psychology, and is constantly improving. It contains, among many other useful books, Wundt, James, Stumpf, Spencer, Bain, Sully, Ladd, the monographs of Ribot, Binet, Münsterberg, and Schneider; and among the periodical publications the American Journal of Psychology, the Philosophical Review, Mind, the Revue Philosophique, the Zeitschrift der Physiologie and Psychologie der Sinnesorganen, Wundt's Philosophische Studien, and the Proceedings of the Society for Psychical Research.

The following is a description of the method of the course in experimental psychology at Wellesley. This description refers explicitly to the work of the first year, but there has been no important modification of the course, whose aim throughout, is to supplement, and in no way to supersede introspection; to lead students to observe in detail, and to verify the facts of their ordinary experience; to familiarize them with the results of modern investigation, with the usual experimental methods, and to introduce them to the important works of psychological literature.

The first month is devoted to a study of cerebral physiology. The classwork includes recitations, informal lectures, and some written work on the part of the students. The study of the brain by textbooks, plates, and especially by models, precedes the dissection by each student of a sheep's brain. Even those students who most dreaded this dissecting are practically unanimous with regard to its value in clearing up the difficult points in cerebral anatomy. In the class-room during the week in which the dissection is carried on, the principal theories of cerebral localization are discussed.

The next six weeks are spent in the experimental study of sensation. About seventy experiments are performed by the students on sensations of contact, pressure, temperature, hearing, and sight. These experiments almost without exception are selected from those suggested by Dr. E. C. Sanford in his laboratory course in psychology, but re-arranged with reference to the plan of the lectures and the class discussion. Papyrograph descriptions of the experiments are distributed to the students and commented upon in class before the experiments are undertaken. The instructor keeps daily laboratory hours in order to answer questions and offer assistance. Each student is responsible for a record of her own experiments. In class reports are made on the results of experiments, and recitations are conducted on the psychology of the different senses. The bearing of the experiments upon the different theories of perception is discussed. Special efforts are made to free the word "sensation" from the vague, dualistic meaning, which it often carries with it. Then follows a six weeks' study of space perception with experiments. These experiments, of which there are more than thirty, illustrate the methods of gaining or at least developing, the space-consciousness. The theories of monocular vision are carefully studied and are illustrated by diagrams and by "cyclopean eye" experiments. The study of the perception of depth includes an adaptation from Hering's experiment, in which the subject, looking through a tube, finds that he can correctly distinguish within very small distances, whether a shot is dropped before or behind a black string stretched before a white background. The fact and the laws of convergence are studied with the aid of a Wheatstone stereoscope.

There follows a consideration of illusions of space; and of visual space, including the experiments suggested by Dr. James on so-called tympanum spatial sensations; and others with a telegraph snapper, on the location of sounds and the sense of direction. The study of the emotions and of the will is accompanied by no experimental work.

In place of a final examination, a psychological essay is required. The subjects assigned are very general, and are intended as subjects for study rather than as definite essay headings. The immediate topic of the paper is decided upon after the study and not before it. Such subjects as association, attention, memory, imagination, the psychology of language, the psychology of childhood, the psychology of blindness, aphasia, animal psychology, are chosen.

The study of the psychology of blindness is accompanied by visits to the Perkins Institute. Thus a student who writes on "The Imagination of the Blind," bases her conclusions upon a personal study of blind children. She questions the children, consults with their teachers and reads their compositions. Those who write on the psychology of childhood make personal observations on babies and little children. Hypnotism and dreams also receive a full share of attention.

In connection with the work of the course a collection of statistics concerning colored hearing was undertaken the past year with interesting results. No new explanations of the phenomena were offered or discussed.

UNIVERSITY OF WISCONSIN.

The chair of experimental and comparative psychology was created in June, 1888, to be occupied by Dr. Joseph Jastrow, and at the same time provision was made for the establishment of a laboratory.

COURSES OFFERED.

General psychology.—It is the object of this course to acquaint the student with the problems of mental life, especially such as have a living interest and are susceptible of every day illustration. Observation of the intellectual operations in the student's own mind is encouraged and an acquaintance with the best literature is furthered. Among the topics introduced are the relations of body and mind, the development of mind in animals; the senses as factors in mental life; the mind in disease, illustrated by the diseases of language, of memory, and of personality; the experimental methods applied to psychic acts; the time relations of mental phenomena; mind in savages; practical applications, especially in the field of education.

Experimental psychology.—Five hours a week during winter and spring terms. In this course is considered the relation problems of psychology to the methods of experiment and observations. Special attention is given to the study of the senses; of the time relations of mental phenomena; memory and association; mental statistics; the psychophysic law; mental tests and standards. In the laboratory course each student verifies for himself the main facts treated in the course, while the more difficult experiments are reserved for demonstrations. Sanford's Laboratory Course in Psychology is used.

Advanced experimental psychology (laboratory course).—Six hours a week throughout the year. In this course special problems are treated and topics in the literature assigned. Original research and verification of important points form the main work. Each student takes up a special problem and prepares an account of the results of his work. These, when of sufficient value, are published in the American Journal of Psychology. One hour of each week is devoted to a consideration of the literature bearing most closely upon the problems under investigation. Each student is also expected to act as subject in other researches than his own.

Comparative psychology (fall term).—The course of mental development along the animal scale forms the chief topic, and in this the works of Romanes are followed. Some form of animal life is selected for special study, and observation is encouraged. The development of mental faculty in the human infant is constantly brought in for comparison with the animal development.

Abnormal psychology (winter term).—The chief topics are, the criterion of the normal delusions and hallucinations, the chief forms of mental diseases; the diseases of language, of memory, of the will, of personality, dreams, hypnotism.

Anthropological psychology (spring term).—The development of the human mind in the race, as illustrated by the history of human arts, customs, and beliefs. Tyler's Anthropology is used as a reference book, and the topics there treated may be taken as a fair index of the nature of the course.

A philosophical club is formed, meeting fortnightly in the evening. Discussions occupy a greater part of the time. Reviews of current literature are also a prominent feature in the exercises of the club. The number of students in the general course averages about 90 and the number doing special work varies from 6 to 12, but will probably increase under the group system, just inaugurated. The psychological laboratory is a pleasant room, 26½ by 25½ feet, well lighted from the north and east. A smaller room adjoining is used when needed, and closed cases furnish room for a greater part of the apparatus, while large and small tables, with drawers, give the working space required.

Among the pieces of standard apparatus the following might be named as typical and most important: Timing—a Hipp chronoscope, and metronomes, recording tambours, rotating drum, and tuning-forks. Vision—Snellen's test type, Wheatstone and Brewster's stereoscope, Hering's apparatus for color mixture, book for exhibiting color contrast, Hering's apparatus for quantitative tests for color blindness, Joy Jeffrie's color chart, and Holmgren's colored worsteds.

Anthropological.—Férés dynamometer; apparatus for testing the sensitiveness to pain; scale for determining height, standing and sitting, and the span of the arms. Demonstration—apparatus illustrating the mechanism of the eye muscles; Hering's stands for demonstrating color contrast; electrical induction coils; batteries and motors.

Among special pieces of apparatus are the following: Apparatus for control of the Hipp chronoscope; electric key used with the foregoing; the automatograph, apparatus for experimenting upon time, and also apparatus for determining error in judgment of vertical, horizontal, and other positions of lines.

The laboratory of the university is used for three purposes—demonstrations, student work, and original research. As with other branches of science, students, when they care to do so, are started in research work very early in their course.

The following are the subtitles of the more important results, all of which have been published in the American Journal of Psychology: On the Psychophysic series: Visual Extension, Tactual Motor Extension, The Perception of Space by Disparate Senses, On the Pressure Sense, On Just Observable Differences (Vol. III, pp. 43-58); The Effect of Foreknowledge upon Repetition-tunes, A Novel Optical Illusion, Accessory Apparatus for Accurate Time Measurements, The Psychophysic Series and the Time Sense, The Physophysic Series and the Motor Sense (Vol. IV, pp. 198-224); The Interference of Mental Processes; A Study of Zöllner's Figures and other Related Illusions, A Study of Involuntary Movements, Observations on the Absence of the Sense of Smell, Classification Time, Finding Time, Some Anthropometric Tests on Students (Vol. IV, pp. 381-429); On the Judgment of Angles and Positions of Lines, On the Perception of Simultaneous Sense, Impressions. The Psychophysic Series as Applied to Lifted Weights (Vol. V, pp. 191-204).

Besides a member of the standard works on psychology, the library of the university possesses files of several psychological journals and a number of smaller works on special topics. The growth of this portion of the library keeps pace with the growth of the library as a whole.

YALE UNIVERSITY.

The psychological laboratory occupies the second, third, and attic floors of a building with a front of 24 feet and a depth of 64 feet for the first floor and 40 feet for the other two. In floor space it is as large as Wundt's laboratory at Leipsic. It includes an office, a lecture room, a chronograph and galvanometer room, a finely equipped workshop with a screw-cutting lathe and tools of all kinds desired, a library and reading room, apparatus room, a seminary room, which is also used for research, one other research room, a battery room, chemical room, and a store room.

The work done at the Yale laboratory naturally falls into three divisions—research, lecture instruction, and practical training. The research work has been made the prime object in the equipment of the laboratory, both as to rooms and apparatus.

Six investigations are under way: (1) An extensive research upon attention and the influence and interference of various sensations and ideas upon one another. In preparing for the measurement of the reaction time which is involved in the investigation, a new method of recording has been invented, which combines great ease and economy of time and labor, and at the same time does away with the sources of error in reading the records. (2) An investigation of the rapidity of movements of the arm and hand carrying a pen in the various directions and under the various circumstances attending penmanship; a determination of the fatigue attendant on various methods of writing will follow. (3) The reaction time of tones as dependent upon pitch, intensity, and duration. (4) The time and fatigue of monocular accommodation; this also has important educational bearings upon the use of blackboards and notebooks. (5) Electrical stimulation and sensation. (6) A mathematical and experimental treatment of the method of observational errors. The last two will probably extend over two years. Another investigation of the sensitiveness of school children to differences in pitch and of their range of voice at various ages is about to be begun. Possibly also a research upon the influence of unconscious elements upon the course of ideas will be undertaken. Instruction is given not only by lectures and seminaries, but opportunities for careful training are provided in the laboratory. The seminaries offer continual exercise in teaching various sections of psychology; while the workshop instruction, continual experimentation, and research provide the technical training.

The courses of instruction may be outlined as follows: (1) Experimental and physiological psychology; experiments and lectures for seniors and graduates. (2) Laboratory course in psychology. This includes discussions and lectures by the students (graduates only) upon the methods of experimental psychology, their mathematical formation and their application; methods and standards of measurement; the mathematical and graphical expression of results, statistics, etc.; a thorough training by repeated exercises in carrying out these methods, (3) practical instruction in the manufacture and care of apparatus, including the elements of mechanical drawing, use of tools, lathe work, etc. (4.) A few lectures on laboratory economy. The main object of the course is to fully prepare men to take charge of instruction in psychology.

The large attendance of graduate students and the number of investigators at work have rather taxed the facilities that could be provided. There are 16 men and 1 woman in the graduate laboratory course—an attendance exceeded in the graduate department only by that on the general philosophical courses.

All the principal psychological magazines and journals are found in the library.

PART III.

STATISTICAL TABLES.

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STATISTICS OF KINDERGARTENS.

TABLE 1.—*Public kindergartens.*

[NOTE.—With the exceptions mentioned in the footnotes, these are in connection with the public school systems of the several cities.]

Location.	Date of establishment.	Number of kindergartens.	Number of teachers.	Number of pupils.
ALABAMA.				
Troy	1891	*a*1	3	20
CALIFORNIA.				
Los Angeles	1890	13	21	462
National City	1890	1	3	74
Riverside	1891	1	1	29
San Diego	1891	5	12	273
San Jose	1889	2	6	320
COLORADO.				
Fort Collins	1880	2	3	125
Colorado Springs	......	2	7	*b*140
Denver (District No. 2)	......	2	2	100
Pueblo (District No. 20)	......	8	8	227
CONNECTICUT.				
Bristol	1890	3	7	142
Greenwich	1889	2	2	80
Hartford	1885	3	15	565
Manchester	1891	1	6	153
New Britain	......	*c*3	11	308
New Haven	1885	3	5	167
Rockville	......	1	1	20
South Manchester	1890	*d*1	5	162
Willimantic	1891	*c*2	3	58
GEORGIA.				
Athens	......	2	6	175
Augusta	......	3	5	145
ILLINOIS.				
Buda	1891	1	1	50
Englewood	1881	*e*1	5	65
Evanston	1892	1	4	60
Lincoln	1888	2	2	60
Morgan Park	1891	1	3	35
Riverside	1890	1	2	40
Rockford	......	1	3	28
INDIANA.				
Attica	1892	1	1	30
La Porte	1887	3	3	69
Peru	1891	1	2	32
Richmond	......	1	1	79
IOWA.				
Des Moines (west side)	1884	7	25	565
Des Moines (north side)	......	4	*b*10	*b*210
Grinnell	1890	1	3	70
Jefferson	......	1	2	80
Lyons	1885	1	1	30
Marshalltown	......	2	4	82
Oskaloosa	1890	2	4	64
Sibley	1885	1	1	51
Waverly	1888	1	3	63
KANSAS.				
Atchison	1887	*f*1	1	39
Burlingame	1889	1	1	30
Emporia	1883	*d*1	1	50
Eureka	......	3	3	95
KENTUCKY.				
Frankford	1891	1	2	102
Lexington	1891	2	2	237
LOUISIANA.				
New Orleans	1891	4	10	265
MAINE.				
Portland	......	1	1	25
MASSACHUSETTS.				
Boston	......	31	56	*b*2,000
Brookline	1888	3	6	169
Cambridge	......	6	11	393
Clinton	......	1	1	20
North Easton	1885	1	2	29
Palmer	......	1	1	22
Somerville	......	3	5	213
Watertown	1886	9	9	327
Westfield	1891	*d*1	2	25
MICHIGAN.				
Coldwater	......	*g*1	2	35
Crystal Falls	1891	1	2	60
Grand Rapids	1888	2	4	128
Ionia	1880	3	3	30
Lansing	......	3	6	100
Mount Clemens	1891	3	3	75

a In the State Normal School.
b Estimated.
c One of these is connected with the State Normal School.
d Connected with the State Normal School.
e In the Cook County Normal School.
f In the Soldiers' Orphans' Home, an institution supported by the State.
g Supported by the State.

TABLE 1.—*Public kindergartens*—Continued.

Location.	Date of establishment.	Number of kindergartens.	Number of teachers.	Number of pupils.
MICHIGAN—continued.				
Muskegon	1886	8	18	744
Saginaw (east side)	1892	1	4	50
Traverse City	1891	3	8	150
Ypsilanti	1889	*a*1	1	40
MINNESOTA.				
Owatonna	1889	*b*1	2	40
Red Wing	1891	4	8	400
Rochester	1891	1	4	75
St. Cloud	1891	*a*1	1	20
St. Paul	1892	1	1	67
Winona	......	1	1	51
MISSISSIPPI.				
Greenville	1891	1	1	60
Natchez	......	1	1	82
MISSOURI.				
Kansas City	1891	1	2	60
St. Louis	......	82	*c*259	6,830
NEBRASKA.				
Omaha	1892	2	4	149
Red Cloud	......	1	*d*1	*d*20
Sidney	1890	1	1	55
NEW HAMPSHIRE.				
Concord	1891	1	1	27
Plymouth	1888	*b*1	1	28
NEW JERSEY.				
Carlstadt	......	1	1	60
East Orange	1886	4	4	150
Newark	1890	1	1	32
Passaic	......	3	3	157
Paterson	......	7	7	420
Trenton	......	2	2	93
NEW YORK.				
Albany	......	17	17	724
Buffalo	......	1	1	51
Cohoes	......	1	1	26
Gloversville	......	3	3	369
Lansingburg	1889	2	4	127
Mount Vernon	......	2	4	70
New Rochelle	1885	1	1	36
New York	1886	*e*2	7	105
Niagara Falls	1890	1	1	30
North Tonawanda	......	2	2	80
Nyack	1891	1	3	139
NEW YORK—continued.				
Patchogue	1887	1	1	78
Piermont	1888	1	1	49
Port Chester	1887	2	4	160
Rochester	1887	5	21	495
Tonawanda	1890	1	1	71
Utica	1891	1	2	72
White Plains	1888	1	1	40
OHIO.				
Alliance	1887	*f*1	1	32
Camden	......	1	1	30
Columbus	1881	*g*1	1	47
Navarre	1880	1	1	70
New Richmond	1880	1	1	40
Newark	......	1	2	24
Riverside	1885	1	2	70
PENNSYLVANIA.				
Bridesburg	1890	1	2	100
Philadelphia	......	41	65	2,580
Phœnixville	......	2	2	84
Tyrone	1888	1	2	85
RHODE ISLAND.				
Newport	1882	2	4	176
Pawtucket	1889	1	1	55
Providence	1885	3	5	135
SOUTH CAROLINA.				
Charleston	......	1	7	412
TEXAS.				
Austin	1885	*h*1	1	27
Corsicana	1891	*i*1	1	40
WISCONSIN.				
Ashland	......	1	2	45
Berlin	1889	2	2	85
Burlington	1888	1	2	84
Delavan	1887	1	1	90
Elkhorn	1891	1	1	54
Hayward	1889	1	2	40
Janesville	1884	*j*1	1	16
		2	2	100
Manitowoc	1874	1	1	85
Milwaukee	1886	25	49	3,834
		*k*1	2	28
Oshkosh	1881	*a*1	2	20
Sheboygan	......	4	12	652
Superior	1890	1	2	50
Tomahawk	1891	1	1	60

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a In the State Normal School.

b Supported by the State.

c Thirty-four "voluntary teachers" are without salaries.

d Estimated.

e One of these kindergartens is in the Institution for the Improved Instruction of Deaf Mutes and the other is in the Normal School for Girls. Both of those institutions are supported by public funds.

f In the Fairmount Children's Home.

g In the Franklin County Children's Home.

h In the Texas Institute for the Blind.

i In the State Orphans' Home.

j In the Wisconsin School for the Blind.

k In the Wisconsin Industrial School.

List of cities which were unofficially said to maintain public kindergartens, but from which no returns were received.

California.

Banning.

Illinois.

Forestville.
Vienna.

Michigan.

Holland.

Minnesota.

Owatonna.

Nebraska.

Crete.

New Jersey.

Woodbury.

New York.

Central Square.
Cleveland.
Parish.
Phœnix.

Pennsylvania.

Russell.
Warren.

Rhode Island.

Cranston.

Washington.

Fairhaven.
Olympia.

Wisconsin.

Baraboo.
Columbus.
Kewaunee.
Lake Geneva.
Monroe.
Richland Center.
Watertown.

TABLE 2.—*Kindergarten associations.*

Location.	Name of association.	Date of organization.	Number of kindergartens maintained.	Number of instructors.	Number of pupils.
CALIFORNIA.					
Oakland	Goodwill Kindergarten Association	......	......	......	......
Do	Oakland Free Kindergarten Association	......	......	......	......
Do	M. E. Church Association	......	......	......	......
San Francisco	Pioneer Kindergarten Association	1878	4	9	293
Sacramento	Sacramento Free Kindergarten Association	1889	3	6	150
Do	Froebel Kindergarten Association	......	......	......	......
Do	Marguerita Kindergarten Association	1886	1	2	54
San Francisco	Christian Science Home Association	1800	1	2	40
Do	Silver Street Kindergarten Association	1882	3	11	225
Do	Golden Gate Kindergarten Association	1879	32	58	2,637
Do	The Occidental Kindergarten Association	1879	1	3	90
Do	Buford Free Kindergarten Association	......	1	2	75
Santa Barbara	Santa Barbara Kindergarten Association	1888	1	2	60
COLORADO.					
Colorado Springs	Colorado Springs Kindergarten Association	1890	3	6	290
Denver	Denver Free Kindergarten Association	1889	7	7	450
CONNECTICUT.					
New Haven	New Haven Association for Kindergartners	......	0	......	......
DELAWARE.					
Wilmington	Kindergarten Association of Friends	1890	1	2	12
ILLINOIS.					
Belleville	Belleville Kindergarten Association	1870	1	2	54
Chicago	Chicago Kindergarten College	1876	18	48	602
Do	Chicago Free Kindergarten Association	1881	19	110	1,877
Do	Chicago Froebel Association	1879	14	60	900
Do	German Froebel Kindergarten Association	1891	1	2	30
Do	Drexel Kindergarten Association	......	1	5	45
Do	Jewish Training School Association	......	......	......	......
Elgin	Elgin Free Kindergarten Association	......	......	......	......
Evanston	Free Kindergarten Association	......	......	......	......
Freeport	Marie Louise Institute Association	1890	1	1	10
Galesburg	Galesburg Free Kindergarten Association	1891	1	2	115
Oak Park	Oak Park Free Kindergarten Association	1890	1	2	30
Ottawa	Ottawa Kindergarten Association	1891	1	1	20
Peoria	King's Daughters Kindergarten Association	1892	1	3	41
Pontiac	Pontiac Free Kindergarten Association	1889	1	2	30

TABLE 2.—*Kindergarten associations*—Continued.

Location.	Name of association.	Date of organization.	Number of kindergartens maintained.	Number of instructors.	Number of pupils.
ILLINOIS—continued.					
Princeton	Princeton Kindergarten Association	1890	1	2	31
Quincy	First Congregational Church Kindergarten Association	1877	2	6	80
Rockford	Rockford Public Kindergarten Association	......	......	......	.....
Streator	Kindergarten Association	......	......	......	.....
INDIANA.					
Indianapolis	Indianapolis Free Kindergarten Association	1884	8	83	2,161
New Albany	New Albany Free Kindergarten Association	1889	1	3	45
Rome City	Island Park Assembly Association	1880	1	2	40
West Indianapolis	West Indianapolis Kindergarten Association	1891	3	6	140
IOWA.					
Humboldt	Humboldt Kindergarten Association	......	1	3	20
KENTUCKY.					
Anchorage	Anchorage Kindergarten Association	1891	1	1	13
Louisville	Louisville Free Kindergarten Association	1887	8	43	600
Versailles	Versailles Kindergarten Association	1892	1	2	50
LOUISIANA.					
New Orleans	Jewish Orphan's Home, Kindergarten Association	1883	1	2	30
MAINE.					
Bangor	Bangor Free Kindergarten Association	1891	1	a1	23
Portland	Woman's C. T. U. Kindergarten Association	1891	1	1	20
MARYLAND.					
Baltimore	Baltimore Kindergarten Association	b1888	0	0	0
MASSACHUSETTS.					
Boston	Eastern Kindergarten Association	b1889	0	0	0
Danvers	Woman's Friend Kindergarten Association	......	......	......	.....
Fall River	Fall River Free Kindergarten Association	1891	1	2	50
Florence	Florence Kindergarten Association	1876	1	8	106
Gardner	Gardner Kindergarten Association	1891	1	1	16
Roxbury	Elm Hill Association	1887	1	1	6
MICHIGAN.					
Detroit	Detroit Industrial School Association	1861	2	11	110
Grand Rapids	Grand Rapids Kindergarten Association	1891	3	3	65
Lansing	Young Woman's Christian Association	1888	1	......	150
Manistee	Manistee Kindergarten Association	......	......	......	.....
Saginaw	Saginaw Kindergarten Association	......	......	......	.....
MINNESOTA.					
Minneapolis	Free Kindergarten Association	......	......	......	.....
St. Paul	Free Kindergarten Association	1888	4	4	200
MISSOURI.					
St. Louis	Froebel Association	......	......	......	.....
MONTANA.					
Philipsburg	Philipsburg Kindergarten Society	......	......	......	.....
NEBRASKA.					
Neligh	Neligh Kindergarten Association	......	......	......	.....
Omaha	Omaha Free Kindergarten Association	1891	1	4	84

a With assistants from normal class. b For mutual support and study.

TABLE 2.—*Kindergarten associations*—Continued.

Location.	Name of association.	Date of organization.	Number of kindergartens maintained.	Number of instructors.	Number of pupils.
NEW JERSEY.					
Moorestown	Society of Friends Kindergarten Association				
Newark	Newark Street German-English School Association				
NEW YORK.					
Albany	Albany Kindergarten Teachers' Association	1891	0	0	0
Do	Albany Woman's Christian Temperance Union Association.	1889	1	2	87
Brooklyn	Brooklyn Kindergarten Association				
Do	Brooklyn Guild Kindergarten Association				
Buffalo	Buffalo Free Kindergarten Association	1891	4	34	100
College Point	The Conrad Poppenhusen Association				
Dunkirk	Educational department, Woman's Educational and Industrial Union.	1891	1	2	55
Geneseo	Geneseo Free Kindergarten Association	1891	1	2	30
Ithaca	Ithaca Kindergarten Association				
Jamestown	Jamestown Free Kindergarten, Dept. Y W. C. A	1891	1	2	23
Mamaroneck	Mamaroneck Free Kindergarten Association	1891	1	2	40
New York	Children's Aid Society	1885	2	5	250
Do	Children's Charitable Union Kindergarten Association.	1877	1	2	85
Do	German-American School Association of the Nineteenth ward.				
Do	Hebrew Free School Association	1883		4	90
Do	New York Kindergarten Association	1889	6	12	300
Do	Trinity Church Kindergarten Association				
Do	Union Relief Works Society of Ethical Culture	1876	1	2	100
NORTH CAROLINA.					
Asheville	Asheville Free Kindergarten Association	1889	4	9	135
OHIO.					
Cincinnati	Cincinnati Kindergarten Association	1879	6	a30	673
Cleveland	Day Nursery and Kindergarten Association	1882	5	5	335
Do	Jewish Orphan Asylum Association				
Columbus	Columbus Kindergarten Association of Woman's Educational and Industrial Union.	1887	7	17	200
Elyria	Elyria Kindergarten Association				
Republic	Republic Kindergarten Association				
Salem	Salem Kindergarten Association	1891	1	6	85
Youngstown	Youngstown Free Kindergarten Association				
OREGON.					
Portland	Portland Free Kindergarten Association	1884	4	10	210
Salem	Salem Kindergarten Association				
PENNSYLVANIA.					
Altoona	Altoona Free Kindergarten Association				
Oil City	Oil City Kindergarten Association (and Training School)				
Philadelphia	Bedford Street Mission Kindergarten				
Do	Baptist Orphanage Kindergarten Association				
Do	Jewish Foster Home and Orphan Asylum				
Do	Northern Day Nursery Kindergarten Association				
RHODE ISLAND.					
Providence	Free Kindergarten Association				
Do	St. John's Guild Kindergarten Association				
TENNESSEE.					
Chattanooga	Chattanooga Free Kindergarten Association	1890	3	6	200
Knoxville	Knoxville King's Daughters Association				
Memphis	Free Kindergarten Association				
Nashville	Nashville Free Kindergarten Association	1890	3	12	115

a Estimated.

TABLE 2.—*Kindergarten associations*—Continued.

Location.	Name of association.	Date of organization.	Number of kindergartens maintained.	Number of instructors.	Number of pupils.
TEXAS.					
El Paso	El Paso Kindergarten Association	......	......	......	.....
VIRGINIA.					
Richmond	Woman's Christian Association	......	......	......	.....
WASHINGTON.					
Walla Walla	Walla Walla Kindergarten Association	1891	1	2	23
WISCONSIN.					
La Crosse	German Kindergarten Association	1879	1	1	27
Milwaukee	Milwaukee Mission Kindergarten Association	1884	5	6	.....
Do	Southside Kindergarten Association	1864	1	8	53
Racine	Racine Kindergarten Association	......	......	......	.....

TABLE 3.—*Training schools and classes for kindergartners.*

Location.	Name of school or class.	Date of establishment.	Number of instructors.	Number of students (pupil teachers).	Means of support.
CALIFORNIA.					
Los Angeles	Los Angeles Training School for Kindergartners	1890	2	20	Tuition fees.
Oakland	Oakland Kindergarten Training Class	1892	1	6	Do.
San Diego	San Diego Kindergarten Training School	1888	2	10	Do.
San Francisco	California Kindergarten Training School	1880	4	40	Do.
Do	Golden Gate Kindergarten Training Class	1891	1	34	Golden Gate Kindergarten Association.
San Jose	San Jose Kindergarten Training School	......	....	......	
Do	California School of Methods for Teachers and Kindergartners.	1891	8	15	Public funds.
COLORADO.					
Denver	Colorado Kindergarten Normal School	1890	6	......	Tuition fees.
Do	Kindergarten Normal School of Colorado	1890	3	32	Denver Kindergarten Association.
Greeley	Kindergarten Department of the State Normal School.	......	....	......	
CONNECTICUT.					
New Britain	Kindergarten Training Class of Connecticut State Normal School.	1884	5	......	Public funds.
New Haven	Kindergarten of the Welsh Training School	1885	5	6	Do.
DISTRICT OF COLUMBIA.					
Washington	Elizabeth Peabody Normal Training School for Kindergartners.	......	....	......	
Do	National Kindergarten Normal Institute	......	....	......	
Do	Froebel Normal Institute, graded school and kindergarten.	1875	5	15	Tuition fees.
ILLINOIS.					
Chicago	Chicago Kindergarten College Training Class	......	....	......	

TABLE 3.—*Training schools and classes for kindergartners*—Continued.

Location.	Name of school or class.	Date of establishment.	Number of instructors.	Number of students (pupil teachers).	Means of support.
ILLINOIS—cont'd.					
Chicago	Chicago Free Kindergarten Normal Training Class.	1881	6	62	Chicago Free Kindergarten Association.
Do	Froebel Association Training School	1881	3	30	Froebel Association.
Galesburg	Galesburg Kindergarten Normal	1879	3	20	Tuition fees.
INDIANA.					
Indianapolis	Indiana Kindergarten and Primary Normal Training School.	1882	31	123	Free Kindergarten Association.
La Porte	Mrs. Hailmann's Training School for Kindergartners.	1876	4	25	Tuition fees.
IOWA.					
Des Moines	Kindergarten Special Training Department, Highland Park College.	1890	5	20	Contributions.
KANSAS.					
Emporia	Kindergarten State Normal School	1882	1	6–30	Public funds.
Topeka	Topeka Training School for Kindergartners	......	......	......	
KENTUCKY.					
Lexington	Lexington Kindergarten Training Class	1891	1	15	Public funds.
Louisville	Louisville Free Kindergarten Training Class	......	......	......	
Madisonville	Hopkins College and Training School	1891	2	6	Tuition fees.
Versailles	Versailles Free Kindergarten Training School	1891	2	......	Contributions.
MARYLAND.					
Baltimore	Froebel Normal Training Class	1889	1	11	Tuition fees.
MASSACHUSETTS.					
Boston	Mrs. Brown's Kindergarten Normal Class	1884	1	6	Tuition fees.
Do	Chauncy Hall Training Class	......	......	......	
Do	Cushman Training School	1884	1	16	Do.
Springfield	Springfield Normal Kindergarten	......	......	......	
MICHIGAN.					
Alma	Alma College Kindergarten Training Department.	1888	2	......	Alma College.
Detroit	Normal Training School of the Industrial School Association.	1892	1	9	Industrial School Association.
Grand Rapids	Kindergarten Training School	1891	2	27	Grand Rapids Kindergarten Association.
Do	Normal Training Class of Western Michigan College.	......	......	......	
Lansing	Normal Kindergarten Training School (Y. W. C. A.)	1888	1	10	Y. W. C. Association.
Muskegon	City Training School	......	......	......	
MINNESOTA.					
Minneapolis	Froebel Institute	......	......	......	
St. Paul	St. Paul Training School for Kindergartners	1890	2	10	Tuition fees.
Winona	Kindergarten Department, State Normal School	1880	1	......	Do.
NEBRASKA.					
Lincoln	Kindergarten Department of Western Normal College.	......	......	......	

TABLE 3.—*Training schools and classes for kindergartners*—Continued.

Location.	Name of school or class.	Date of establishment.	Number of instructors.	Number of students (pupil teachers).	Means of support.
NEW YORK.					
Albany	Albany Kindergarten Training Class	1890	3	12	Albany W. C. T. U.
Do	Kindergarten Training Class of the State Normal College.	......	....	......	
Brooklyn	Mrs. George E. Orton's Kindergarten and Training Class.	1881	1	9	Tuition feees.
Do	Kindergarten Training Department of Pratt Institute.	......	....	......	
Buffalo	Buffalo Free Kindergarten Training School	1891	6	34	Free Kindergarten Association.
Chautauqua	Chautauqua Kindergarten Training School	1882	2	15	Tuition fees.
New York	Normal Class of the Free Kindergarten of All Souls' Church.	1878	3	30	All Souls' Church.
Do	Children's Charitable Union Training School	1877	1	6	Contributions.
Do	New York College for the Training of Teachers	1887	3	......	Tuition fees.
Do	Miss Jenny Hunter's Training Class	1882	2	12	Do.
Do	Kindergarten of the Training Department of the Normal College.	1887	1	6	Public funds.
Do	Workingman's School, Department of Kindergarten.	1876	2	18	Union Relief Works Society of Ethical Culture.
Oswego	Oswego State Normal and Training School	1882	2	13	State Normal and Training School.
Rochester	St. Andrew's Kindergarten and Training School	1890	6	4	St. Andrew's Parish.
NORTH CAROLINA.					
Asheville	Asheville Kindergarten Training Class	1890	2	1	Contributions.
OHIO.					
Cincinnati	Free Training Class for Kindergartners	1879	8	16	Contributions.
Cleveland	Cleveland Training School for Kindergartners.	1889	1	20	Tuition fees.
Columbus	Columbus Kindergarten Training Class	1888	6	18	Contributions.
Toledo	The Misses Law Froebel Training School	1883	3	5	Tuition fees.
OREGON.					
Portland	Oregon Kindergarten Training School	......	....	......	
PENNSYLVANIA.					
Altoona	Private Kindergarten and Training Class	1891	2	3	Tuition fees.
Philadelphia	Mrs. Gourlay's Kindergarten Training Class	1880	4	15	Do.
Do	Miss Stewart's School for Kindergartners and Teachers.	1890	3	24	Do.
Do	Philadelphia Training School for Kindergartners.	......	....	......	
Do	Normal School, Kindergarten Department	......	....	......	
RHODE ISLAND.					
Providence	Rhode Island Normal Training School	1876	9	18	Tuition fees.
TENNESSEE.					
Chattanooga	Chattanooga Training School for Kindergartners.	1890	6	......	Subscription.
Memphis	Miss Wheatley's Normal Training School for Kindergartners.	......	....	......	
Nashville	Normal Training Class	1890	3	......	
VERMONT.					
Montpelier	The Montpelier Kindergarten and Training School.	1884	2	......	Tuition fees.

TABLE 3.—*Training schools and classes for kindergartners*—Continued.

Location.	Name of school or class.	Date of establishment.	Number of instructors.	Number of students (pupil teachers).	Means of support.
WISCONSIN.					
Hillside	Hillside Home School and Training Department.	1883	3	4	Tuition fees.
Milwaukee	Milwaukee Public Kindergarten Training Department.	1883	1	20	Public funds.
Do	Milwaukee Mission Kindergarten Normal Training Class.	1884	1	4	Tuition fees.

TABLE 4.—*Population, private schools, and public school enrollment, attendance,*

	City.	Total population (census of 1890).	School-census age.	Number of children of school-census age.			Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.		
				Male.	Female.	Total.		Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10
	ALABAMA.									
1	Birmingham	26, 178	7-21	....	....	....	....	1, 671	2, 035	3, 706
2	Mobile*	31, 076	....	....	....	....	....	1, 211	1, 348	2, 559
3	Montgomery	21, 883	7-21	....	....	4, 512	500	(1, 911)		1, 911
	ARKANSAS.									
4	Fort Smith	11, 311	6-21	1, 873	2, 083	3, 956	600	982	1, 120	2, 102
5	Hot Springs	8, 086	6-21	1, 183	1, 238	2, 421	600	894	901	1, 795
6	Little Rock	25, 874	6-21	4, 181	4, 394	8, 575	850	1, 935	2, 320	4, 255
	CALIFORNIA.									
7	Los Angeles	50, 395	5-17	5, 390	5, 694	11, 084	1, 772	4, 254	4, 387	8, 641
8	Oakland	48, 682	5-17	6, 167	6, 027	12, 194	2, 132	5, 398	4, 785	10, 183
9	Sacramento	26, 386	5-17	2, 691	2, 664	5, 355	605	2, 059	2, 227	4, 286
10	San Diego	16, 159	5-17	1, 631	1, 730	3, 361	350	1, 291	1, 321	2, 612
11	San Francisco	298, 997	5-17	31, 160	31, 296	62, 456	9, 883	19, 828	20, 189	40, 017
12	San Jose	18, 060	5-17	2, 499	2, 577	5, 076	659	1, 877	1, 799	3, 676
13	Stockton	14, 424	5-17	1, 358	1, 533	2, 891	464	1, 196	1, 356	*a* 2, 552
	COLORADO.									
14	Colorado Springs	11, 140	6-21	1, 124	1, 150	2, 274	200	1, 022	999	2, 021
	Denver:									
15	District No. 1	106, 713	......	6, 500	6, 500	13, 000	....	4, 686	4, 927	9, 613
16	District No. 2		6-21	3, 464	3, 799	7, 263	300	2, 267	2, 497	4, 764
17	District No. 17*		6-21	....	....	....	850	761	771	1, 532
	Pueblo:									
18	District No. 1	24, 558	6-21	1, 796	1, 761	3, 557	....	1, 047	1, 054	2, 101
19	District No. 20		6-21	1, 590	1, 097	2, 687	200	916	799	1, 715
	CONNECTICUT.									
20	Bridgeport	48, 886	4-16	(12, 203)		12, 203	1, 000	4, 167	4, 093	8, 260
21	Danbury	16, 552	4-16	(3, 500)		3, 500	500	(3, 000)		3, 000
22	Hartford	53, 230	4-16	(10, 407)		10, 407	....	(7, 944)		7, 944
23	Meriden	21, 652	4-16	3, 128	3, 040	6, 168	1, 200	2, 247	2, 240	4, 487
24	Middletown	9, 013	4-16	(1, 719)		1, 719	600	....	....	1, 208
25	New Britain	19, 007	4-16	(4, 088)		4, 088	1, 575	(2, 387)		2, 387
26	New Haven	81, 298	4-16	(18, 521)		18, 521	1, 899	(15, 103)		15, 103
27	New London	13, 757	4-16	1, 360	1, 309	2, 669	180	1, 401	1, 375	2, 776
28	Norwalk	17, 747	4-16	1, 773	1, 715	3, 488	558	1, 221	1, 169	2, 390
29	Norwich	16, 156	4-16	(1, 520)		1, 520	400	(1, 097)		1, 097
30	Stamford*	15, 700	4-16	1, 667	1, 606	3, 273	549	(2, 321)		2, 321
31	Waterbury	28, 646	4-16	(8, 221)		8, 221	1, 123	2, 502	2, 196	4, 698
32	Willimantic*	8, 648	4-16	(2, 065)		2, 065	778	(1, 198)		1, 198
	DELAWARE.									
33	Wilmington	61, 431	6-21	....	....	....	....	(9, 568)		9, 568
	DISTRICT OF COLUMBIA.									
	Washington:									
34	First six divisions.	230, 392	......	....	....	....	8, 000	12, 636	13, 618	26, 254
35	Seventh and eighth divisions.		6-17	7, 214	8, 269	15, 483	500	5, 109	7, 023	12, 132
	FLORIDA.									
36	Key West	18, 080	......	....	....	....	....	676	780	1, 456
37	Pensacola	11, 750	6-21	1, 428	1, 411	2, 839	350	754	768	1, 522

* Statistics of 1889-90.

a Over 400 children from outside the city limits are enrolled.

SCHOOL SYSTEMS.

supervising officers, teachers, and accommodations in cities of over 8,000 inhabitants.

Number of days the public schools were actually in session.	Aggregate number of days' attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.	
			Male.	Female.	Total.	Male.	Female.	Total.				
11	12	13	14	15	16	17	18	19	20	21	22	
177	455,421	2,573	3	1	4	7	66	73	7	2,749	12	1
180	430,460	2,447	......	......	......	......	......	......	3	....	10	2
170	....	....	1	0	1	5	38	43	6	2,000	12	3
170	238,000	1,400	1	1	2	6	37	43	6	1,600	12	4
176	183,300	1,042	2	3	5	5	14	19	5	1,200	5	5
176	480,056	2,728	1	......	1	6	54	60	12	3,521	12	6
173½	1,128,791	6,506	5	10	15	7	170	177	34	8,150	13	7
201	1,346,140	6,697	11	2	13	10	152	162	15	*6,751	12	8
183	574,803	3,141	1	0	1	4	101	105	14	4,286	......	9
194	345,902	1,783	2	6	8	3	67	70	16	2,445	12	10
203	6,148,028	30,121	17	39	56	50	736	786	77	36,937	12	11
194	506,225	2,716	1	0	1	11	64	75	8	3,568	......	12
177	307,803	1,739	2	0	2	10	38	48	9	2,605	12	13
188	250,000	1,400	2	2	4	2	36	38	5	1,600	12	14
180	1,122,660	6,237	13	2	15	......	......	......	17	8,000	12	15
186	522,778	2,741	1	0	1	11	63	74	9	3,000	12	16
182	150,856	964	2	1	3	7	33	40	4	1,152	......	17
186	190,595	1,024.7	1	0	1	7	39	46	7	1,565	12	18
180	176,580	981	3	2	5	3	40	43	7	1,536	12	19
192	1,178,515.2	6,138.1	5	1	6	1	150	151	23	7,668	13	20
192	*335,127	*1,690	1	1	2	2	45	47	6	2,500	12	21
b189.6	b1,012,106	b5,337	......	......	......	30	167	197	18	7,416	14	22
192	556,224	2,897	......	......	......	11	79	90	17	4,000	13	23
190	b152,000	b800	1	1	2	2	21	23	3	1,075	13	24
187	322,388	1,724	1	0	1	(46)		46	10	3,200	13	25
196	2,188,800	10,944.5	11	7	18	10	319	329	37	13,263	14	26
190	330,410	1,739	0	0	0	3	49	52	7	2,404	12	27
194	355,796	1,834	......	......	......	9	46	55	12	2,615	10	28
191	153,182	802	1	2	1	2	27	29	6	1,215	9	29
198	310,362	1,569	0	0	0	(59)		59	19	....	......	30
193	591,931	3,067	4	7	11	4	88	92	14	....	12	31
200	....	....	......	......	......	......	......	......	......	....	......	32
200	1,298,200	6,491	1	1	2	4	103	187	27	8,816	11	33
179	3,308,247	19,847	8	1	9	70	486	556	69	24,160	11	34
177.5	1,627,347	9,163	5	2	7	20	203	223	23	8,849	12	35
183	149,828	816	0	0	0	6	22	28	8	....	8	36
160	171,680	1,073	1	0	1	7	23	30	11	1,700	......	37

b Approximately.

TABLE 4.—*Population, private schools, and public school enrollment, attendance, super-*

	City.	Total population (census of 1890).	School-census age.	Number of children of school-census age.			Estimate number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.		
				Male.	Female.	Total.		Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10
	GEORGIA.									
38	Athens	8,639	6-18	(2,326)		2,326	100	(1,230)		1,230
39	Atlanta	65,533	6-18	8,615	9,385	1,800	1,500	4,257	4,968	9,225
40	Augusta*	33,300	6-18	4,633	4,827	9,460	1,650	1,900	1,806	3,706
41	Columbus	17,303	6-18	1,930	2,200	4,130	300	1,008	1,276	2,284
42	Macon	22,746	6-18	(4,576)		4,576	150	1,099	1,252	2,351
43	Savannah	43,189	6-16	6,105	7,081	13,186	700	3,303	3,502	6,805
	ILLINOIS.									
44	Aurora	19,668	6-21	2,259	2,227	4,486	601	1,225	1,251	2,476
45	Belleville	15,361	6-21	2,656	2,504	5,160	1,175	1,334	1,302	2,636
46	Bloomington	20,484	6-21	3,499	3,463	6,962	*1,000	1,589	1,709	3,298
47	Cairo	10,324	6-21	1,688	1,918	3,606	710	723	793	1,516
48	Chicago	1,099,850	6-14	84,277	81,344	165,621	62,713	72,075	74,676	146,751
49	Danville	11,491	6-21	1,481	1,497	2,978	396	1,335	1,300	2,635
50	Decatur	16,841	6-21	2,554	2,617	5,171	500	1,551	1,629	3,180
51	East St. Louis	15,169	6-21	1,828	1,795	3,623	839	897	927	1,824
52	Elgin	17,823	6-21	*2,038	*2,302	*4,340	*650	1,457	1,413	2,870
53	Freeport	10,189	6-21	1,559	1,661	3,220	591	828	852	1,680
54	Galesburg	15,264	6-21	2,370	2,521	4,891	500	1,233	1,242	2,475
55	Jacksonville	12,935	6-21	1,815	1,891	3,706	1,200	945	1,145	2,090
56	Joliet*	23,264	6-21	3,431	3,809	7,240	850	1,747	1,717	3,464
57	Kankakee	9,025	6-21	1,124	1,013	2,137	525	641	576	1,217
58	La Salle*	9,855	6-21	2,032	1,971	3,993	780	563	592	1,155
59	Moline	12,000	6-21	1,857	1,902	3,759	300	1,031	1,160	2,191
60	Ottawa	9,985	6-21	1,620	1,525	3,145	*402	884	820	1,704
61	Peoria	41,024	6-21	6,224	6,601	12,825	1,793	3,543	3,686	7,229
62	Quincy	31,494	6-21	4,915	5,262	10,177	2,300	2,004	2,203	4,207
63	Rock Island	13,634	6-21	2,195	2,282	4,477	897	1,182	1,245	2,427
64	Rockford	23,584	6-21	3,326	3,453	6,779	545	1,922	2,088	4,010
65	Springfield	24,963	6-21	4,026	4,182	8,208	1,500	1,838	1,890	3,728
66	Streator*	11,414	6-21	2,064	1,996	4,060	....	1,137	1,145	2,282
	INDIANA.									
67	Anderson*	10,741	6-21	(2,582)		2,582	200	542	638	1,180
68	Elkhart	11,360	6-21	1,574	1,519	3,098	200	1,082	1,154	2,236
69	Evansville	50,756	6-21	7,499	7,943	15,442	1,650	3,420	3,435	6,855
70	Fort Wayne	35,393	6-21	6,676	6,793	[b]13,469	4,100	2,425	2,542	4,967
71	Indianapolis	105,436	6-21	16,934	17,011	33,945	....	(17,074)		17,074
72	Jeffersonville	10,606	6-21	2,285	2,360	4,645	*400	864	936	1,800
73	Kokomo	8,261	6-21	1,497	1,309	2,806	75	882	878	1,760
74	La Fayette	16,243	6-21	(7,028)		7,028	800	1,564	1,677	3,241
75	Logansport	13,328	6-21	2,863	2,951	5,814	800	1,037	1,099	2,136
76	Marion	8,769	6-21	1,556	1,498	3,054	50	911	980	1,891
77	Michigan City	10,776	6-21	1,600	1,665	3,265	700	595	612	1,207
78	Muncie	11,345	6-21	1,833	1,742	3,575	175	1,151	1,164	2,315
79	New Albany	21,059	6-21	3,893	3,961	7,854	850	1,619	1,685	3,304
80	Richmond	16,608	6-21	3,116	3,379	6,495	825	1,341	1,471	2,812
81	South Bend	21,819	6-21	3,671	3,583	7,254	2,016	1,230	2,053	3,283
82	Terre Haute	30,217	6-21	6,417	7,598	14,015	750	2,678	2,791	5,469
83	Vincennes	8,853	6-21	1,486	1,512	2,998	600	619	666	1,285
	IOWA.									
84	Burlington	22,565	5-21	4,176	4,384	8,560	2,000	(3,985)		3,985
85	Cedar Rapids	18,020	5-21	2,792	2,883	5,675	577	1,963	2,001	3,964
86	Clinton	13,619	5-21	2,468	2,412	4,880	500	1,363	1,445	2,808
87	Council Bluffs	21,474	......	4,625	5,513	10,138	800	1,836	1,922	3,758
88	Davenport	26,872	5-21	4,789	5,035	9,824	1,000	2,445	2,313	4,758
	Des Moines:									
89	East side	50,093	5-21	2,547	2,690	5,237	250	1,773	1,861	3,634
90	West side		5-21	(7,101)		7,101	*900	(4,226)		4,226
91	Dubuque	30,311	5-21	5,542	5,618	11,160	2,500	2,378	3,421	5,799

* Statistics of 1889-90.

[a] One hundred and sixty-five rooms in rented building are used.

vising officers, teachers, and accommodations in cities of over 8,000 inhabitants.—Con'td.

Number of days the public schools were actually in session.	Aggregate number of days' attendance in all public day schools.	Average daily attendance in public day schools.	Number or supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.	
			Male.	Female.	Total.	Male.	Female.	Total.				
11	12	13	14	15	16	17	18	19	20	21	22	
173	145,445	943	2	1	3	1	17	18	4	1,000	11	39
195	1,708,980	8,764	3	0	3	11	154	165	19	8,050	12	40
193	402,405	2,085	6	0	6	0	50	50	10	3,050	11	41
198	406,890	2,055	1	0	1	*6	*38	*44	7	1,120	10	42
188	364,729	1,940	0	0	0	4	46	50	10	2,000	9	43
179	1,012,066	5,654	2	0	2	26	101	127	9	....	10	48
192	356,447	1,837.5	2	3	5	4	48	52	7	2,400	12	44
199	447,215	2,247	1	0	1	13	40	53	6	2,770	11	45
176	451.992	2,553.6	0	1	1	2	76	78	11	2,950	12	46
179	200,412	1,119	1	0	1	2	26	28	7	1,371	12	47
195	21,071,622	105,358	124	105	229	134	2,971	3,105	a219	134,015	12	48
190	366,936	1,957	1	0	1	9	48	57	7	2,700	12	49
182	444,262	2,441	1	3	4	4	47	51	9	2,821	11	50
201	226,767	1,128	1	0	1	9	30	39	1	80	12	51
188	421,393	2,210	1	1	2	2	65	67	15	2,640	12	52
197	264,880	1,293	4	1	5	1	35	36	5	1,600	12	53
177	330,813	1,869	3	1	4	*3	*49	*52	8	2,500	11	54
177	303,389	1,715	1	0	1	3	39	42	7	2,100	12	55
198	492,610	2,480	1	0	1	3	64	67	10	2,800	12	56
194	165,226	851.7	1	0	1	2	26	28	4	1,360	12	57
205	187,165	913	1	0	1	2	20	22	6	1,500	12	58
176	297,193	1,688.6	5	1	6	4	48	52	5	2,200	12	59
200	263,905	1,357	2	0	2	1	32	33	7	*1,500	8	60
190	964,085	5,248	8	4	12	5	134	139	13	6,896	12	61
196	546,448	2,788.3	4	1	5	1	62	63	10	3,458	12	62
178	350,126	1,967	2	1	3	4	48	52	9	2,200	13	63
192	571.008	2,974	1	0	1	2	12	14	14	3,530	12	64
193	597,940	2,989.7	1	0	1	9	71	80	11	3,373	12	65
195	348,360	1,670	1	1	2	0	42	42	9	2,450	......	66
180	150,840	838	1	0	1	3	14	17	3	....	12	67
180	310,625	1,725	1	0	1	4	40	44	8	2.200	12	68
193.5	1,013,224	5,236.3	2	2	4	17	146	163	17	7,000	12	69
192	612.288	3,189	4	9	13	6	104	110	13	4,859	12	70
181	2,285,023.5	12,624.4	5	6	11	17	303	320	37	....	12	71
179	281,209	1,571	4	1	5	7	36	43	5	....	12	72
176.5	203,767.5	1,155	1	0	1	6	21	27	4	1,436	12	73
185	363,895	1,967	3	4	7	6	47	53	8	2,500	12	74
179	281,746	1,574	1	1	2	6	38	44	7	1,950	12	75
180	236,492	1,314	1	0	1	6	26	32	8	1,550	12	76
180	165,600	920	1	1	2	3	22	25	5	1,143	12	77
188	307,470.5	1,555.5	1	1	2	4	38	42	8	1,800	12	78
178	452,102	2,539.9	1	0	1	10	50	60	12	3.200	12	79
180	377,100	2,095	2	1	3	4	57	61	9	2,668	12	80
178	455,000	2,500	1	0	1	5	57	62	10	2,500	12	81
191	776,968.9	4,067.9	1	1	2	16	109	125	17	5,480	12	82
200	*156,267	*805.5	1	1	2	*2	*20	*22	4	1,100	12	83
193	578,421	2,997	3	2	5	16	70	86	11	4,075	11	84
180	553,500	3,075	1	1	2	0	87	87	14	4,698	13	85
187	377,366	2,018	3	1	4	3	55	58	10	2,800	13	86
198	499,950	2,525	1	3	4	4	82	86	17	3,789	12	87
195	691,561.5	3,601.5	1	0	1	14	94	108	10	4,286	13	88
174	438.654	2.521	1	1	2	2	81	83	10	3,238	13	89
178	522.919	2,974.5	1	11	12	5	100	105	12	3,920	12	90
197	644,387	3,271	8	4	12	10	86	96	13	4,640	12	91

b Including "transfers."

TABLE 4.—*Population, private schools, and public school enrollment, attendance, super-*

	City.	Total population (census of 1890).	School-census age.	Number of children of school-census age.			Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.		
				Male.	Female.	Total.		Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10
	IOWA—continued.									
92	Keokuk	14,101	5-21	2,453	2,476	4,929	500	1,153	1,202	2,355
93	Marshalltown	8,914	5-21	1,266	1,396	2,662	60	972	1,077	2,049
94	Muscatine	11,454	5-21	1,702	1,707	3,409	200	1,036	1,126	2,162
95	Ottumwa	14,001	5-21	2,163	2,045	4,208	220	1,500	1,509	3,009
96	Sioux City	37,806	5-21	(8,000)		8,000	500	2,538	2,768	5,306
	KANSAS.									
97	Arkansas City	8,347	5-21	1,011	1,059	2,070	30	946	1,018	1,964
98	Atchison	13,963	5-21	2,232	2,219	4,451	275	1,037	1,117	2,154
99	Fort Scott	11,946	5-21	(4,174)		4,174	0	1,395	1,243	2,638
100	Hutchinson	8,682	5-21	1,138	1,348	2,486	....	989	1,107	2,096
101	Kansas City	38,316	5-21	5,529	5,909	11,438	1,000	3,214	3,501	6,715
102	Lawrence	9,997	5-21	1,693	1,766	3,459	400	1,175	1,257	2,432
103	Leavenworth	19,768	5-21	3,473	3,591	7,064	500	1,530	1,662	3,192
104	Topeka	31,007	*5-21	*5,325	*5,456	*10,781	*750	3,019	3,328	6,347
105	Wichita	23,853	5-21	3,332	3,409	6,831	301	2,301	2,468	4,769
	KENTUCKY.									
106	Covington	37,371	6-21	6,796	6,658	13,454	3,500	(4,037)		4,037
107	Henderson	8,835	6-21	1,300	1,400	2,700	300	724	776	1,500
108	Lexington	21,567	6-20	4,081	3,927	8,008	471	2,235	1,841	4,076
109	Louisville	161,129	6-20	34,147	36,298	70,445	....	11,152	11,979	23,131
110	Newport	24,918	6-20	3,843	3,930	7,773	1,000	1,521	1,539	3,060
111	Owensboro	9,837	6-20	1,378	1,385	2,763	250	855	905	1,760
112	Paducah	12,797	6-20	2,600	2,706	5,306	250	1,002	1,180	2,182
	LOUISIANA.									
113	New Orleans	242,039	......	(66,756)		66,756	16,610	11,114	12,095	23,209
114	Shreveport	11,979	6-18	1,880	2,131	4,011	359	807	840	1,647
	MAINE.									
115	Auburn	11,250	4-21	1,986	1,998	3,984	260	879	1,048	1,927
116	Augusta	10,527	4-21	(2,903)		2,903	80	(2,022)		2,022
117	Bangor	19,103	5-21	2,473	2,916	5,389	200	1,432	1,640	3,072
118	Bath	8,723	4-21	1,403	1,500	2,903	20	800	900	1,700
119	Biddeford	14,443	4-21	(4,629)		4,629	800	825	908	1,733
120	Lewiston	21,701	4-21	3,765	4,035	7,800	1,800	1,301	1,632	2,933
121	Portland	36,425	4-21	(12,030)		12,030	1,200	3,527	2,656	6,183
122	Rockland	8,174	4-21	(2,150)		2,150	*50	(1,200)		1,200
	MARYLAND.									
123	Baltimore	434,439	6-21	55,000	55,731	110,731	15,965	25,935	26,608	52,543
124	Frederick	8,193	6-21	....	....	....	....	484	523	1,007
125	Hagerstown	10,118	......	....	....	....	400	748	898	1,646
	MASSACHUSETTS.									
126	Adams	9,213	5-15	(1,962)		1,962	25	(1,951)		1,951
127	Beverly	10,821	5-15	(1,762)		1,762	40	(1,814)		1,814
128	Boston	448,477	5-15	(72,041)		72,041	*9,936	36,114	32,684	68,798
129	Brockton	27,294	5-15	(4,284)		4,284	508	(4,760)		4,760
130	Brookline	12,103	5-15	1,009	1,068	2,077	100	982	1,025	2,007
131	Cambridge	70,028	5-15	(12,160)		12,160	2,127	(12,468)		12,468
132	Chelsea	27,909	5-15	(4,445)		4,445	334	2,529	2,438	4,967
133	Chicopee	14,050	5-15	(2,544)		2,544	700	(1,781)		1,781
134	Clinton	10,424	5-15	913	1,064	1,977	362	908	746	1,654
135	Everett	11,068	5-15	(2,173)		2,173	15	(2,812)		2,812

* Statistics of 1889-90.

a The ungraded schools were in session 132 days.

b Twelve years for females; thirteen years for males.

vising officers, teachers, and accommodations in cities of over 8,000 inhabitants—Cont'd.

Number of days the public schools were actually in session.	Aggregate number of days' attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.	
			Male.	Female.	Total.	Male.	Female.	Total.				
11	12	13	14	15	16	17	18	19	20	21	22	
180	324, 540	1, 803	2	0	2	10	42	52	8	2, 400	12	92
176	275, 616	1, 566	2	2	4	2	51	53	7	1, 840	12	93
180	284, 671	1, 580	1	0	1	4	45	49	8	1, 950	12	94
189	406, 539	2, 151	2	0	2	3	53	56	6	3, 000	12	95
180	585, 766	3, 484	1	3	4	4	107	111	24	5, 000	12	96
176	246, 241. 6	1, 399. 1	1	0	1	2	34	36	6	....	12	97
176	302, 192	1, 717	1	1	2	6	38	44	7	2, 000	12	98
180	....	....	1	0	1	8	36	44	9	2, 400	11	99
174	262, 061. 4	1, 506. 1	1	2	3	4	33	37	7	1, 800	11	100
177. 5	767, 688	4, 325	2	0	2	23	89	112	18	4, 500	12	101
168	313, 862	1, 868. 3	1	0	1	6	33	39	10	2, 085	12	102
180	439, 200	2, 440	1	0	1	*8	*49	*57	10	2, 740	12	103
177	900, 684	4, 757. 7	1	0	1	*28	*95	*123	23	6, 300	11	104
175	581, 665	3, 323. 8	3	2	5	13	87	100	19	5, 435	12	105
*a*200	688, 400	3, 442	1	2	3	6	61	67	6	3, 850	......	106
195	*199, 215	*1, 019	1	0	1	3	31	34	5	1, 600	12	107
190	689, 980	3, 642	1	0	1	5	55	60	7	295	12	108
201	3, 366, 000	16, 500	21	8	29	26	336	362	35	....	12	109
200	508, 400	2, 542	*1	*0	*1	*4	*52	*56	6	3, 014	8	110
183	217, 366	1, 184	1	0	1	4	26	30	5	1, 800	10	111
190	267, 739	1, 456	6	1	7	8	25	33	7	1, 806	11	112
155	2, 493, 330	16, 086	1	2	3	19	447	466	51	20, 000	11	113
200	189, 400	947	1	0	1	15	16	31	16	1, 700	8	114
174	303, 456	1, 744	1	0	1	5	53	58	31	2, 500	13	115
*a*174	194, 248	1, 166	3	0	3	4	43	47	27	1, 900	14	116
180	508, 723	2, 826	6	2	8	4	88	92	38	*2, 800	14	117
180	270, 000	1, 500	1	0	1	2	41	43	15	2, 300	12	118
178	195, 800	1, 221	1	0	1	7	38	45	22	2, 117	14	119
219	357, 880	1, 945	2	1	3	6	64	70	22	3, 200	14	120
185	827, 135	4, 471	5	2	7	5	156	11	17	6, 507	13	121
154	*186, 400	*1, 165	1	1	2	4	27	31	11	1, 400	10	122
198	8, 493, 804	42, 898	4	9	13	116	1, 174	1, 290	105	58, 000	(*b*)	123
173	96, 139	556	0	0	0	4	14	18	5	*1, 000	9	124
151	180, 445	1, 195	1	0	1	7	29	36	7	1, 700	9	125
{150–195}	....	1, 471	1	1	2	4	37	41	9	2, 014	13	126
200	287, 800	1, 439	0	0	0	2	39	41	10	1, 840	11	127
190	*c*10, 306, 360	54, 244	6	1	7	173	1, 216	1, 389	....	....	*d*12	128
200	714, 800	3, 574	1	0	1	(97)		97	26	....	......	129
194	....	*1, 550	6	7	13	5	52	57	14	....	13	130
200	1, 931, 800	9, 659	3	0	3	24	248	272	35	....	15	131
200	692, 600	3, 463	2	1	3	11	95	106	11	4, 656	13	132
192	229, 824	1, 197	2	1	3	(35)		35	*6	....	......	133
*196	....	1, 262	1	0	1	1	33	34	12	1, 899	13	134
200	358, 800	1, 794	4	0	4	5	46	51	7	2, 300	13	135

*c*Estimated.
*d*Not including the kindergarten course.

TABLE 4.—*Population, private schools, and public school enrollment, attendance, super*

	City.	Total population (census of 1890).	School-census age.	Number of children of school-census age.			Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.		
				Male.	Female.	Total.		Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10
	MASSACHUSETTS—continued.									
136	Fall River	74,398	5-15	7,426	6,998	14,434	3,279	6,074	5,658	11,732
137	Fitchburg	22,037	5-15	(4,051)		4,051	800	1,991	1,863	3,854
138	Framingham	9,239	5-15	....		....	140	(2,069)		2,069
139	Gloucester	24,651	5-15	1,866	1,843	3,709	400	2,094	2,052	4,146
140	Haverhill	27,412	5-15	(4,387)		4,387	1,050	(3,779)		3,779
141	Holyoke	35,637	5-15	3,380	3,764	7,144	2,865	2,357	2,247	4,604
142	Hyde Park	10,193	5-15	1,034	886	1,920	624	893	884	1,777
143	Lawrence	44,654	5-16	(8,545)		8,545	2,000	(6,411)		6,411
144	Lowell	77,696	5-15	6,382	6,367	12,749	3,500	(11,247)		11,247
145	Lynn	55,727	5-15	(8,356)		8,356	700	4,418	4,488	8,906
146	Malden	23,031	5-15	1,892	1,984	3,876	677	1,737	1,769	3.506
147	Marlboro	13,805	5-15	(2,258)		2,258	300	1,240	1,258	2,498
148	Medford	11,079	5-15	....	....	....	35	1,144	1,155	2,299
149	Melrose	8,519	5-15	(1,447)		1,447	0	(1,668)		1,668
150	Natick	9,118	5-15	(1,636)		1,636	20	(1,958)		1,958
151	New Bedford	40,733	5-15	(7,513)		7,513	2,000	(5,853)		5,853
152	Newburyport	13,947	5-15	1,125	1,275	2,400	700	(1,731)		1,731
153	Newton	24,379	5-15	(4,436)		4,436	a 277	(4,487)		4,487
154	North Adams	16,074	5-15	(3,118)		3,118	1,000	1,208	1,190	2,398
155	Northampton	14,990	5-15	(2,496)		2,496	250	1,254	1,295	2,549
156	Peabody	10,158	5-15	1,014	1,046	2,060	21	916	1,004	1,920
157	Pittsfield	17,281	5-15	....	....	....	150	1,867	1,854	3,721
158	Quincy	16,723	5-15	(4,045)		4,045	60	(3,649)		3,649
159	Salem	30,801	5-15	2,671	2,730	5,401	1,529	2,403	1,708	4,111
160	Somerville	40,152	5-15	(6,469)		6,469	678	4,092	3,786	7,878
161	Springfield	44,179	5-15	(7,134)		7,134	1,950	3,364	2,914	6,278
162	Taunton	25,448	8-14	(2,476)		2,476	100	2,259	2,387	4,646
163	Waltham	18,707	5-14	(2,634)		2,634	975	1,194	1,203	2,397
164	Weymouth	10,866	5-15	871	906	1,777	10	1,065	1,096	2,161
165	Woburn	13,499	8-14	(1,773)		1,773	500	(2,575)		2,575
166	Worcester	84,655	5-15	(15,484)		15,484	2,500	7,759	7,174	14,933
	MICHIGAN.									
167	Adrian	8,756	5-20	(2,466)		2,466	400	721	734	1,455
168	Alpena	11,283	5-20	(4,193)		4,193	1,200	(1,608)		1,608
169	Ann Arbor	9,431	5-20	1,496	1,483	2,979	250	1,062	974	2,036
170	Battle Creek	13,197	5-20	2,039	2,006	4,045	700	1,062	1,210	2,272
171	Bay City	27,839	5-20	4,495	5,045	9,540	1,836	2,094	2,252	4,344
172	Detroit	205,876	5-21	40,518	39,982	80,500	12,472	13,254	11,833	25,087
173	Flint	9,803	5-20	(2,731)		2,731	250	894	984	1,878
174	Grand Rapids	60,278	5-20	(20,322)		20,322	2,940	(12,183)		12,183
175	Iron Mountain	8,599	5-20	(2,022)		2,022	....	723	659	1,382
176	Ishpeming*	11,197	5-18	1,237	1,327	2,564	....	848	873	1,721
	Jackson:									
177	District No. 1	20,708	5-20	1,455	1,493	2,948	400	1,022	1,090	2,112
178	District No. 17		5-21	1,326	1,524	2,850	500	734	791	1,525
179	Kalamazoo	17,853	5-20	2,577	2,775	5,352	600	1,609	1,729	3,338
180	Lansing	13,102	5-20	1,495	2,063	3,558	....	1,159	1,559	2,718
181	Marquette	9,093	5-20	1,279	1,472	2,751	300	720	786	1,506
182	Menominee	10,630	5-21	(2,708)		2,708	250	884	901	1,785
183	Muskegon	22,702	5-20	(8,051)		8,051	1,000	2,341	2,609	4,950
184	Port Huron	13,543	5-20	2,508	2,637	5,145	600	1,212	1,253	2,465
	Saginaw:									
185	East Saginaw	46,322	5-20	4,528	4,805	9,333	....	2,412	2,400	4,812
186	West Saginaw*		5-20	(5,661)		5,661	....	(3,139)		3,139
187	West Bay City	12,981	5-20	(4,377)		4,377	300	1,386	1,394	2,780
	MINNESOTA.									
188	Duluth	33,115	......	....	....	....	1,500	2,073	2,506	4,579
189	Mankato	8,838	......	....	....	....	500	663	680	1,343
190	Minneapolis	164,738	6-21	27,000	26,000	53,000	3,500	10,918	11,048	21,966
191	St. Paul	133,156	......	....	....	....	7,000	7,940	8,194	16,134
192	Stillwater	11,260	......	....	....	....	300	981	841	1,823
193	Winona	18,208	......	....	....	....	1,000	(2,707)		2,707

* Statistics of 1889-90. *a* Estimated.

vising officers, teachers, and accommodations of cities of over 8,000 inhabitants—Cont'd.

Number of days the public schools were actually in session.	Aggregate number of days' attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers. Male.	Number of supervising officers. Female.	Number of supervising officers. Total.	Number of regular teachers. Male.	Number of regular teachers. Female.	Number of regular teachers. Total.	Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.	
11	12	13	14	15	16	17	18	19	20	21	22	
195	1,441,830	7,394	2	2	4	14	231	245	41	10,789	13	136
188	528,128	2,756	2	1	3	6	76	82	20	3,500	13	137
190	286,330	1,507	3	1	4	3	42	45	......	....	......	138
192	674,688	3.514	4	0	4	2	102	104	22	4,694	13	139
190	515,850	2,715	*3	*1	*4	5	92	97	*28	....	......	140
193.5	600,624	3,104	7	2	9	4	90	94	15	4,315	13	141
196	*a*254,192	1,297	0	0	0	7	*34	41	6	2,000	12	142
188	....	*5,034	3	2	5	5	110	115	20	6,000	13	143
191	1,360,493	7,123	2	0	2	15	184	199	46	....	13	144
189	1,308,813	6,985	3	1	4	11	168	179	37	8,300	13	145
191	544,159	2,849	1	2	3	6	91	97	14	4,215	13	146
174	295,178	1,697	1	1	2	2	52	54	9	2,584	13	147
195	340,395	1,731.3	1	0	1	7	38	45	14	2,500	12	148
188	260,004	1,383	1	0	1	2	83	85	......	....	......	149
181	318,017	1,757	1	0	1	(46)		46	......	....	......	150
194	795,206	4,099.8	5	3	8	2	138	140	23	5,374	13	151
200	254,200	1,271	1	0	1	5	34	39	12	1,750	13	152
*195	....	3,591.9	1	0	1	17	98	115	22	4,705	13	153
185	308,210	1,666	1	2	3	4	52	56	11	2,200	13	154
*b*190	373,010	1,958	1	1	2	4	68	72	22	2,800	13	155
......	....	....	0	0	0	5	41	46	9	2,078	10	156
195	500,565	2,567	3	1	4	5	77	82	24	3,700	13	157
200	546,600	2,733	1	3	4	6	68	74	8	....	......	158
246	775,884	3,154	0	0	0	8	95	103	16	4,709	12–13	159
200	1,215,000	6,075	2	1	3	11	146	157	28	7,408	13	160
191	941,324	4,928.4	6	5	11	0	152	152	31	5,845	13	161
*b*190	763,340	3,479	1	0	1	10	98	108	31	4,639	13	162
191	365,574	1,914	3	2	5	6	57	63	13	2,796	13	163
195	325,845	1,671	2	0	2	6	50	56	20	2,550	13	164
200	383,600	1,918	1	0	1	3	48	51	13	2,250	13	165
185	2,212,785	10,702	1	0	1	29	294	323	52	14,525	14	166
194	386,690	993	*1	*0	*1	*2	*29	*31	*5	*1,780	12	167
196	224,184.5	1,144	1	1	2	3	27	30	9	1,225	12	168
192	312,192	1,626	1	0	1	9	38	47	7	1,960	12	169
195	....	....	1	0	1	1	51	52	8	2,215	14	170
194	609,360	3,109	2	1	3	6	85	91	11	4,250	12	171
196	3,606,596	18,401.5	16	35	51	21	508	529	52	24,258	12	172
194	279,554	1,441	1	1	2	1	40	41	7	1,870	12	173
196	1,621,804	8,109	2	3	5	7	263	270	32	12,085	12	174
......	157,764.5	896	1	0	1	0	22	22	3	1,050	12	175
196	202,468	1,033	......	......	......	1	22	23	4	1,250	12	176
195	295,619	1,516	1	2	3	4	42	46	9	2,050	12	177
195	177,645	911	1	0	1	1	29	30	8	1,250	12	178
188.5	502,792	2,067	1	2	3	1	67	68	10	2,900	12	179
193	322,514	1,781	2	1	3	4	45	49	10	....	12	180
192	200,420	1,079	0	3	3	2	24	26	5	1,478	12	181
197	220,637	1,110	1	0	1	1	29	30	7	1,395	12	182
196	706,013	3,636	3	2	5	7	93	100	20	5,000	13	183
191	301,934	1,581	1	0	1	1	41	42	8	2,132	12	184
195	720,915	3,697.6	1	2	3	14	103	117	13	4,668	12	185
200	407,800	2,039	1	0	1	(59)		59	9	3,500	12	186
195.5	331,222	1,911	1	1	2	4	52	56	10	3,000	12	187
189	557,205	3,116	1	3	4	4	102	106	18	3,720	12	188
178	179,780	1,010	1	0	1	3	22	25	4	1,075	12	189
190	3,141,426	16,534	9	35	44	18	522	540	48	21,000	12	190
186	2,146,728	11,540	3	3	6	24	457	481	46	17,822	12	191
*c*180	246,600	1,370	2	1	3	3	39	42	7	2,000	......	192
200	410,000	2,050	1	2	3	0	57	57	9	2,800	13	193

b The high schools were in session 200 days.

c Including holidays.

TABLE 4.—*Population, private schools, and public school enrollment, attendance, super*

	City.	Total population (census of 1890).	School-census age.	Number of children of school-census age.			Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.		
				Male.	Female.	Total.		Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10
	MISSISSIPPI.									
194	Meridian *	10,624	5-21	....	....	....	....	1,600	2,000	3,600
195	Natchez	10,101	5-21	2,259	2,225	4,484	*10	596	725	1,321
196	Vicksburg	13,373	5-21	3,131	3,372	6,503	650	502	791	1,293
	MISSOURI.									
197	Hannibal	12,857	6-20	2,054	2,258	4,312	300	1,178	1,315	2,493
198	Joplin	9,943	6-20	1,818	1,910	3,728	80	(2,364)		2,364
199	Kansas City	119,668	6-20	20,380	22,540	42,920	2,000	8,377	9,074	17,451
200	Moberly	8,215	6-20	1,971	1,943	3,914	*500	817	899	1,716
201	St. Joseph	52,324	6-18	10,361	11,050	21,411	1,200	3,355	3,596	6,951
202	St. Louis	451,770	6-20	55,056	53,398	108,454	25,000	28,900	30,793	59,693
203	Sedalia	14,068	6-20	1,926	2,185	4,111	300	1,519	1,537	3,056
204	Springfield	21,850	6-21	3,348	3,533	6,881	500	2,445	2,531	4,976
	MONTANA.									
205	Butte City	10,723	6-21	2,099	2,258	4,357	437	1,324	1,372	2,696
206	Helena	13,834	4-21	1,470	1,490	2,960	300	834	909	1,743
	NEBRASKA.									
207	Beatrice	13,836	5-21	1,297	1,359	2,656	225	945	963	1,908
208	Hastings	13,584	5-21	971	971	1,942	100	800	764	1,564
209	Kearney	8,074	5-21	....	....	....	*20	766	763	1,529
210	Lincoln	55,154	5-21	5,064	4,936	10,000	750	3,020	2,980	6,000
211	Nebraska City*	11,494	5-21	1,086	1,135	2,221	300	646	695	1,341
212	Omaha	140,452	5-21	13,538	13,743	27,281	*1,900	6,837	7,256	14,093
213	Plattsmouth	8,392	5-21	924	907	1,831	240	577	625	1,202
214	South Omaha	8,062	5-21	1,134	1,124	2,258	200	793	793	1,586
	NEVADA.									
215	Virginia City	8,511	6-18	1,278	1,275	2,553	265	903	947	1,850
	NEW HAMPSHIRE.									
216	Concord	17,004	......	....	....	....	500	883	943	1,826
217	Dover	12,790	5-15	940	916	1,856	600	702	752	1,454
218	Manchester	44,126	......	....	....	....	3,700	2,003	2,068	4,071
219	Nashua	19,311	5-16	1,374	1,187	2,561	1,182	1,324	1,146	2,470
220	Portsmouth	9,827	5-15	772	757	1,529	325	(1,407)		1,407
	NEW JERSEY.									
221	Atlantic City *	13,055	5-18	(2,943)		2,943	250	(1,950)		1,950
222	Bayonne	19,033	5-18	2,712	2,430	5,142	819	1,151	1,079	2,230
223	Bridgeton*	11,424	5-18	(2,711)		2,711	250	(2,003)		2,003
224	Camden	58,313	5-18	(18,181)		18,181	1,500	(11,058)		11,058
225	Elizabeth	37,764	5-18	(9,784)		9,784	2,283	(4,756)		4,756
226	Harrison	8,338	5-18	1,400	1,200	2,600	1,000	400	300	700
227	Hoboken	43,648	5-18	(17,641)		17,641	....	(6,358)		6,358
228	Jersey City	163,003	5-18	(75,000)		75,000	5,000	(22,389)		22,389
229	Millville*	10,002	5-18	(2,402)		2,402	40	(1,833)		1,833
230	Morristown	8,156	5-18	1,128	1,176	2,304	750	500	515	1,015
231	New Brunswick	18,603	5-18	2,608	2,660	5,268	*1,220	1,262	1,341	2,603
232	Newark	181,830	5-18	(57,454)		57,454	9,939	12,641	13,116	25,757
233	Orange	18,844	5-18	(5,522)		5,522	1,700	(1,922)		1,922
234	Passaic	13,028	5-18	1,627	1,706	3,333	540	1,043	1,010	2,053
235	Paterson	78,347	5-18	(21,489)		21,489	2,500	7,157	8,156	15,313
236	Perth Amboy *	9,512	5-18	(1,953)		1,953	400	(953)		953
237	Phillipsburg	8,644	5-18	(2,589)		2,589	727	793	774	1,567
238	Plainfield	11,267	5-18	(2,857)		2,857	650	863	828	1,691
239	Trenton	57,458	5-18	7,217	7,165	14,382	2,279	3,350	3,709	7,059
240	Union*	10,643	5-18	(2,888)		2,888	450	(1,862)		1,862

* Statistics of 1889-90,

a Estimated.

vising officers, teachers, and accommodations in cities of over 8,000 inhabitants—Cont'd.

Number of days the public schools were actually in session.	Aggregate number of days' attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.	
			Male.	Female.	Total.	Male.	Female.	Total.				
11	12	13	14	15	16	17	18	19	20	21	22	
173	432,500	2,500	1	0	1	1	30	31	4	3,600	11	194
180	*146,880	*816	2	0	2	2	26	28	2	1,000	10	195
186	155,592	824	1	0	1	2	25	27	5	1,765	10	196
176	295,677	1,687	1	0	1	5	42	47	7	2,100	12	197
176	268,824	1,499	1	0	1	6	19	25	9	1,500	12	198
180	2,098,980	12,050	4	0	4	43	280	323	36	18,906	11	199
158	177,276	1,122	1	0	1	4	23	27	*4	1,560	12	200
180	873,360	4,852	3	0	3	14	122	136	23	6,200	12	201
196	7,711,930	41,962	14	13	27	77	1,130	1,207	107	50,772	14½	202
180	424,000	2,355	1	1	2	4	55	59	8	3,090	12	203
160	526,549	3,074	1	0	1	2	8	10	10	3.500	12	204
186	603,008	1,603.6	1	1	2	1	42	43	12	2,500	12	205
173	202,064	1,168	2	2	4	3	39	42	8	2,000	12	206
176	227,290	1,391	2	0	2	5	33	38	8	1,400	12	207
180	195,482	1,086	1	0	1	1	28	29	5	1,200	12	208
178	180,424	1,008	1	0	1	......	......	......	9	1,050	11	209
*178	a694,556	3,902	1	1	2	5	107	112	19	5,040	11	210
167	158,650	950	4	0	4	(32)		32	8	1,400	12	211
*193	a1,874,995	9,715	*1	*12	*13	10	277	287	57	*10,855	12	212
200	180,600	903	1	1	2	2	23	25	8	1,100	12	213
194	151,331	780	1	2	3	1	21	22	7	1,100	11	214
201	295,269	1,469	3	0	3	3	28	31	7	....	12	215
170	242,760	1,428	8	1	9	2	39	41	13	700	13	216
173	198,085	1,145	1	0	1	2	40	42	17	1,588	13	217
176	473,264	2,689	2	0	2	8	74	82	22	4,000	13	218
175	288,575	1,649	*2	*1	*3	4	52	56	17	....	13	219
171	167,067	977	3	3	6	2	31	33	9	1,431	13	220
190	261,250	1,375	2	0	2	0	35	35	4	1,840	12	221
205	399,750	1,752	6	1	7	6	53	59	6	2,395	....	222
185	232,730	1,258	......	......	......	3	28	31	5	1,645	....	223
190	1,045,000	5,500	0	0	0	7	180	187	17	8,863	13	224
193	657,077	3,389	5	3	8	0	76	76	8	3,630	15	225
210	80,000	412	*0	*0	*0	3	8	11	1	450	....	226
201	947,514	4,714	*2	*1	*3	(*120)		*120	5	....	13	227
*197	a 2,984,944	15,152	16	16	32	3	377	380	24	16,626	13	228
215	267,245	1,243	0	0	0	5	36	41	11	1,797	12	229
194	151,441	781	1	0	1	1	20	21	2	900	12	230
200	381,800	1,909	1	0	1	2	49	51	6	*2,184	12	231
196	8.454,888	17,678	26	6	32	9	408	417	40	22,860	14	232
202	302,394	1,497	1	3	4	3	43	46	6	1,916	13	233
200	*283,000	*1,415	1	0	1	1	39	40	6	1,901	7	234
200	1,809,200	9,046	16	2	18	4	196	200	15	9,198	13	235
200	128,000	640	......	......	......	2	13	15	2	900	....	236
195	231,855	1,189	1	0	1	2	29	31	6	1,534	13	237
199	251,676	1,264.7	1	2	3	2	38	40	5	1,778	13	238
199	953,807	4,793	6	0	6	6	143	149	26	6,290	12	239
220	303,000	1,380	......	......	......	3	28	31	......	1,400	....	240

TABLE 4.—*Population, private schools, and public school enrollment, attendance, super*

	City.	Total population (census of 1890).	School-census age.	Number of children of school-census age.			Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.		
				Male.	Female.	Total.		Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10
	NEW YORK.									
241	Albany	94,923	5-21	(a36,000)		a36,000	a5,000	7,188	7,224	14,412
242	Amsterdam, district No. 8.	17,336	5-21	(2,300)		a2,300	600	395	345	740
243	Amsterdam, district No. 11.*	....	5-21	(2,305)		2,305	....	(1,240)		1,240
244	Auburn	25,858	5-21	a3,440	a3,560	a7,000	1,000	1,777	1,775	3,552
245	Binghamton	35,005	5-21	4,550	4,826	a9,376	520	2,787	2,917	5,704
246	Brooklyn	806,343	5-21	a120,000	a130,000	250,000	....	a57,644	a58,500	116,144
247	Buffalo	255,664	5-21	(83,000)		a83,000	14,481	16,835	18,741	35,576
248	Cohoes	22,509	5-21	(9,558)		9,558	1,500	(2,472)		2,472
249	Cortland	8,590	5-21	(1,982)		1,982	150	(1,022)		1,022
250	Dunkirk	9,416	5-21	(3,418)		3,418	640	(1,385)		1,385
251	Edgewater*	14,265	5-21	400	360	760	30	....	....	....
252	Elmira	30,893	5-21	3,923	4,048	7,971	719	2,392	2,336	4,728
253	Flushing	8,436	5-21	(3,333)		3,333	344	552	530	1,082
254	Glens Falls	9,509	5-21	962	980	1,942	125	584	668	1,252
255	Gloversville	13,864	5-21	(3,000)		4,000	45	(2,832)		2,832
256	Hornellsville	10,996	5-21	(3,266)		3,266	280	1,113	1,117	2,230
257	Hudson	9,970	5-21	1,618	1,649	3,267	430	658	697	1,355
258	Ithica	11,079	5-21	(2,763)		2,763	380	918	1,029	1,947
259	Jamestown	16,038	5-21	(4,679)		4,679	300	1,393	1,448	2,841
260	Kingston school district.	a11,500	5-21	1,257	1,751	3,008	268	878	991	1,869
261	Lansingburg	10,550	5-21	(3,390)		3,390	450	880	884	1,764
262	Little Falls	8,783	5-21	(2,757)		2,757	320	506	614	1,120
263	Lockport	16,038	5-21	(4,800)		a4,800	800	(2,741)		2,741
264	Long Island City	30,506	4-14	(8,904)		8,904	75	3,628	3,622	7,250
265	Middletown	11,977	5-21	(3,468)		3,468	325	932	1,035	1,967
266	Mount Vernon	10,830	5-21	(3,748)		3,748	200	(2,219)		2,219
267	New Rochelle	8,217	5-21	1,074	1,000	2,074	75	823	651	1,474
268	New York	1,515,301	5-21	245,500	240,500	486,000	65,000	108,574	104,379	212,953
269	Newburg	23,087	5-21	(7,066)		7,066	1,382	1,720	1,811	3,531
270	Ogdensburg	11,662	5-21	(4,212)		4,212	800	(1,834)		1,834
271	Oswego	21,842	5-21	3,934	3,866	7,800	1,298	1,600	1,794	3,394
	Peekskill:									
272	Drum Hill district.	9,676	5-21	978	1,024	2,002	1,254	363	285	648
873	Oakside district.		5-21	a500	a567	a1,067	50	347	377	724
274	Port Jervis	9,327	5-21	1,321	1,355	2,676	49	984	982	1,966
275	Poughkeepsie	22,206	5-21	(6,000)		6,000	800	1,473	1,590	3,063
276	Rochester	123,896	5-21	(44,000)		a44,000	8,288	8,163	8,320	16,483
277	Rome	14,991	5-21	(3,000)		3,000	300	(2,138)		2,138
278	Saratoga Springs	11,975	5-21	(2,800)		2,800	50	1,149	1,171	2,320
279	Schenectady	19,902	5-21	(5,800)		5,800	1,500	(2,539)		2,539
280	Sing Sing	9,352	5-21	(1,747)		1,747	183	505	604	1,109
281	Syracuse	88,143	5-21	(25,400)		25,400	3,100	6,785	7,108	13,893
282	Troy	60,956	5-21	a(22,000)		a22,000	2,000	3,911	3,384	7,295
283	Utica	44,007	5-21	(14,987)		14,987	34	3,407	3,546	6,953
284	Watertown	14,725	5-21	(3,858)		3,858	250	1,196	1,245	2,441
285	West Troy	12,967	5-21	(4,417)		4,417	....	....	....	....
286	Yonkers	32,033	5-21	(9,900)		9,900	1,900	1,822	1,674	3,496
	NORTH CAROLINA.									
287	Asheville	10,235	6-21	1,608	1,656	3,264	200	648	702	1,350
288	Charlotte*	11,557	6-21	(2,878)		2,878	200	700	800	1,500
289	Winston*	8,018	6-21	1,000	1,200	2,200	....	....	....	....
	OHIO.									
290	Akron	27,601	6-21	4,211	4,231	8,442	1,200	2,608	2,672	5,280
291	Ashtabula*	8,338	6-21	(1,340)		1,340	150	540	474	1,014
292	Bellaire	9,934	6-21	1,677	1,557	3,234	400	967	1,000	1,967
293	Canton	26,189	6-21	4,229	4,308	8,537	1,000	2,348	2,445	4,793

* Statistics of 1889-90.

a Estimated.

vising officers, teachers, and accommodations in cities of over 8,000 inhabitants—Cont'd.

Number of days the public schools were actually in session.	Aggregate number of days' attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.	
			Male.	Female.	Total.	Male.	Female.	Total.				
11	12	13	14	15	16	17	18	19	20	21	22	
191	1,965,227	10,277	14	7	21	23	263	286	23	13,072	14	241
196	86,172	439.6	1	5	1	0	12	12	1	600	9	242
200	156,536	783	1	0	1	(19)		19	......	....	......	243
189	507,924	2,687	2	6	8	6	97	103	15	4,050	12	244
197	819,850	4,162	1	2	3	8	120	128	14	5,560	12	245
208	15,704,862	75,504	59	122	181	37	1,832	1,869	100	91,441	11½	246
196	4,618,772	23,476	34	3	37	25	747	772	63	18,000	13-14	247
198	312,851	1,595	1	0	1	1	66	67	11	....	12	248
191	134,945	707	1	0	1	0	17	17	6	820	9	249
194	195,848	1,009.5	1	0	1	1	41	42	9	1,250	13	250
......	....	....	1	0	1	1	7	8	1	400	11	251
194	737,197	3,800	6	2	8	6	105	111	10	4,390	12	252
192	144,734	754	1	0	1	1	21	22	2	900	11	253
195	134,918	691.8	1	3	4	0	25	25	6	1,242	12	254
200	344,855	1,751	1	1	2	1	38	39	6	*2,118	11	255
197	281,712	1,344	1	0	1	1	40	41	4	1,650	12	256
203	191,466	943	1	0	1	1	26	27	3	1,390	11	257
194	286,551	1,476	1	0	1	3	34	37	6	1,922	12	258
193	394,590	2,044	1	0	1	4	74	78	10	2,718	13	259
195	261,432	1,306.4	1	2	3	......	......	......	5	1,994	13	260
196	250,226	1,276	1	0	1	(44)		44	5	1,560	10	261
196	150,964	770	1	0	1	3	21	24	4	1,470	11-12	262
198	397,980	2,010	1	0	1	4	51	55	9	3,000	13	263
191	856,299	4,496	4	2	6	2	112	114	17	6,000	11	264
197	268,481	1,337.4	1	0	1	1	34	35	6	1,672	11-12	265
200	322,645	1,644	3	2	5	3	45	48	5	3,700	8	266
196	191,137	975	1	0	1	*1	*21	*22	2	1,210	9	267
202.5	29,933,379	147,402	60	172	232	318	3,790	4,108	140	192,311	7½	268
200	490,745	2,453.7	4	2	6	7	69	67	6	2,500	11	269
200	222,441	1,152.5	2	1	3	4	34	38	10	*2,066	13	270
197	477,291	2,423	1	0	1	3	70	73	14	3,600	13	271
190	78,726	409	1	2	3	0	9	9	1	520	11	272
194	96,878	499	0	1	1	1	11	12	1	602	11	273
197	277,267	1,407.3	1	0	1	1	39	40	5	1,890	12	274
195	431,064	2,211	3	2	5	1	70	71	11	2,622	12	275
200	2,485,600	12,428	1	2	3	15	496	511	35	17,500	12	276
190	244,114	1,285	2	1	3	4	37	41	8	1,745	12	277
191	301,571	1,554.4	2	1	3	4	42	46	7	1,800	13	278
192	349,847	1,822	1	0	1	2	47	49	6	2,200	10	279
191	158,561	830.1	1	2	3	0	24	24	2	1,000	10	280
196	2,147,180	10,955	12	2	14	16	276	292	28	13,620	11	281
198	1,009,140	5,141	2	1	3	*18	*145	*163	19	a7,000	12	282
196	875,054	4,794	1	0	1	7	188	195	18	6,057	12	283
200	339,102	1,681.6	*3	*9	*12	5	60	65	9	*3,000	12	284
200	224,732	1,147	......	......	......	2	27	29	6	....	......	285
192	476,940	2,484.3	......	......	......	*4	*68	*72	*8	....	12	286
180	124,051	682	1	0	1	4	18	22	3	1,000	10	287
180	....	....	2	0	2	6	20	26	2	1,200	9	288
......	....	....	2	2	5	7	15	22	2	....	9	289
195	839,280	4,304	1	1	2	6	99	105	12	5,430	11	290
186	130,864.5	706	2	0	2	3	15	18	4	1,050	12	291
177	235,410	1,330	1	1	2	3	33	36	6	....	12	292
195	710,355	3,689	3	1	4	10	76	86	15	4,800	12	293

TABLE 4.—*Population, private schools, and public school enrollment, attendance, super*

	City.	Total population (census of 1890).	School census age.	Number of children of school-census age.			Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.		
				Male.	Female.	Total.		Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10
	OHIO—continued.									
294	Chillicothe	11,288	6-21	1,676	1,573	3,249	350	1,057	1,006	2,063
295	Cincinnati	296,908	6-21	42,988	41,842	84,830	*16,221	18,926	17,955	36,881
296	Cleveland	261,353	6-21	40,465	40,280	80,745	....	17,901	17,854	35,755
297	Columbus	88,150	6-21	13,084	12,917	26,001	3,454	6,536	6,796	13,332
298	Dayton	61,220	6-21	8,721	8,774	17,495	2,221	(9,006)		9,006
299	Delaware	8,224	6-21	1,150	1,126	2,276	268	757	810	1,567
300	East Liverpool *	10,956	6-21	1,850	1,805	3,655	....	1,106	1,135	2,331
301	Findlay *	18,553	6-21	2,000	2,014	4,014	160	1,592	1,635	3,227
302	Hamilton	17,565	6-21	2,883	2,698	5,581	960	1,251	1,323	2,574
303	Ironton	10,939	6-21	1,673	1,747	3,420	450	1,179	994	2,173
304	Lima	15,981	6-21	2,053	2,051	4,104	500	1,481	1,525	3,006
305	Mansfield	13,473	....	....	....	....	300	1,272	1,298	2,570
306	Marietta	8,273	6-21	1,226	1,275	2,501	40	853	877	1,730
307	Marion *	8,327	6-21	(2,323)		2,323	....	(1,354)		1,354
308	Massillon *	10,092	6-21	(3,507)		3,507	....	(1,847)		1,847
309	Newark	14,270	6-21	2,114	2,218	4,332	*300	1,368	1,360	2,728
310	Piqua	9,090	6-21	1,561	1,522	3,083	402	772	729	1,501
311	Portsmouth *	12,394	6-21	1,887	2,240	4,127	400	1,065	1,143	2,208
312	Sandusky	18,471	6-16	2,884	3,106	5,990	900	1,503	1,499	3,002
313	Springfield	31,895	6-21	4,887	4,602	9,489	1,500	2,669	2,587	5,256
314	Steubenville	13,394	6-21	2,248	2,124	4,372	700	1,140	1,155	2,295
315	Tiffin	10,801	6-21	1,609	1,580	3,189	1,000	697	807	1,504
316	Toledo	81,434	6-21	13,356	14,790	28,146	4,350	6,363	6,417	12,780
317	Youngstown	33,220	6-21	5,374	5,449	10,823	1,400	2,255	2,288	4,543
318	Zanesville *	21,009	6-21	(6,481)		6,481	....	1,795	1,709	3,504
	OREGON.									
319	East Portland	10,532	4-20	1,602	1,624	3,226	106	1,015	1,240	2,255
320	Portland	46,385	4-20	4,502	4,561	9,063	....	2,542	2,767	5,309
	PENNSYLVANIA.									
321	Allegheny	105,287	6-21	*11,169	*10,473	*21,642	*8,675	7,807	8,015	15,822
322	Allentown	25,228	....	....	....	....	250	2,215	2,383	4,598
323	Altoona	30,337	6-21	....	....	....	1,200	2,656	2,725	5,381
324	Beaver Falls	9,735	....	....	....	....	150	847	1,020	1,867
325	Braddock	8,561	....	....	....	....	*600	463	564	1,027
326	Bradford	10,514	6-21	....	....	....	*250	889	996	1,885
327	Butler	8,734	6-21	....	....	....	400	883	912	1,795
328	Carbondale	10,833	6-21	....	....	....	250	*824	*916	*1,740
329	Chester	20,226	....	....	....	....	350	1,577	1,752	3,329
330	Columbia	10,599	6-21	....	....	....	400	930	972	1,902
331	Dunmore	8,315	6-21	....	....	....	*0	620	860	1,480
332	Easton	14,481	6-21	....	....	....	150	1,229	1,298	2,527
333	Erie	40,634	6-21	6,400	6,200	12,600	2,526	2,940	2,826	5,766
334	Harrisburg	39,385	....	....	....	....	700	3,395	3,639	7,034
335	Hazelton	11,872	6-21	....	....	....	300	951	951	1,902
336	Johnstown	21,805	....	....	....	....	....	1,717	1,828	3,545
337	Lancaster	32,011	6-21	....	....	....	300	(4,973)		4,973
338	Lebanon	14,664	....	....	....	....	400	*1,086	*1,126	*2,212
339	McKeesport	20,741	....	....	....	....	800	1,519	1,588	3,107
340	Mahanoy City	11,286	6-21	....	....	....	125	1,172	1,067	2,239
341	Meadville	9,520	6-21	....	....	....	400	889	1,027	1,916
342	Mount Carmel	8,254	....	....	....	....	....	747	774	1,521
343	Nanticoke	10,044	....	....	....	....	450	697	764	1,461
344	New Castle	11,600	....	....	....	....	450	1,150	1,176	2,326
345	Norristown	19,791	6-21	....	....	....	350	1,326	1,333	2,659
346	Oil City	10,932	....	....	....	....	500	985	1,165	2,150
347	Philadelphia	1,046,964	....	....	....	....	45,000	(171,467)		171,467
348	Phœnixville	8,514	....	....	....	....	300	693	727	1,420
349	Pittsburg	238,617	6-21	....	....	....	....	16,038	16,540	32,578
350	Pittston	10,302	....	....	....	....	*600	482	641	1,123
351	Plymouth	9,344	6-21	....	....	....	565	601	760	1,361

* Statistics of 1889-90.

a Estimated.

vising officers, teachers, and accommodations in cities of over 8,000 inhabitants—Cont'd.

Number of days the public schools were actually in session.	Aggregate number of days' attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.	
			Male.	Female.	Total.	Male.	Female.	Total.				
11	12	13	14	15	16	17	18	19	20	21	22	
186	299,088	1,608	1	0	1	5	45	50	5	2,100	12	294
190	5,434,820	29,078	37	1	38	93	637	730	44	39,600	12	295
187	5,322,394	28,462	7	2	9	40	725	765	57	40,268	12	296
188	1,955,764	10,403	6	11	17	13	249	262	25	13,310	12	297
......	1,450,466.8	7,068.5	4	0	4	(206)		206	20	....	12	298
185	186,438	1,125	1	0	1	0	33	33	7	1,300	11	299
179	205,815	1,485	1	0	1	1	34	35	5	2,123	12	300
180	413,100	2,295	2	1	3	5	54	59	14	3,000	12	301
195	396,825	2,035	2	0	2	9	39	48	6	2,700	12	302
190	344,850	1,815	1	1	2	2	43	45	6	2,400	12	303
180	401,940	2,233	2	6	8	3	61	64	9	3,100	12	304
176	365,904	2,079	1	0	1	3	48	51	9	2,860	12	305
185	....	....	1	0	1	4	29	33	10	....	12	306
180	*a*170,280	946	2	0	2	0	26	26	....	....	....	307
200	*a*276,800	1,384	2	0	2	(32)		32	....	....	....	308
184	373,685.5	2,030.8	3	0	3	5	52	57	11	2,830	12	309
175	212,975	1,217	1	0	1	2	33	35	6	....	12	310
186	310,444	1,669	1	0	1	4	42	46	7	....	12	311
190	494,190	2,601	2	10	12	4	67	71	10	3,500	12	312
188	810,116	4,357	*1	*0	*1	*8	*95	*113	*16	....	12	313
190	325,836	1,715	1	0	1	5	47	52	6	2,316	12	314
186	210,924	1,134	3	2	5	4	28	32	5	1,800	12	315
198	1,786,158	9,021	2	1	3	*14	*199	*213	31	11,200	11	316
185	653,235	3,531	3	2	5	8	73	81	15	....	9	317
190	558,030	2,937	2	1	3	3	64	67	15	....	....	318
178	279,444	1,598	1	0	1	5	36	41	7	2,000	11	319
191	704,179	3,686.8	4	5	9	7	88	94	8	4,200	12	320
*b*190	*a*2,102,730	11,067	*21	*3	*24	24	267	291	*24	....	11	321
194	585,686	3,019	1	0	1	*14	*60	*74	11	4,300	11	322
180	649,800	3,610	1	1	2	12	99	111	10	5,650	12	323
*b*150	*a*218,550	1,457	1	0	1	1	39	40	4	1,500	......	324
*b*170	*a*122,400	720	*1	*0	*1	5	22	27	*3	950	*8	325
180	324,607	1,680.5	1	0	1	0	40	40	6	2,000	12	326
160	208,330	1,294	1	3	4	2	29	31	4	1,596	13	327
195	272,415	1,397	1	0	1	5	28	33	9	1,800	12	328
200	444,600	2,223	1	0	1	*2	*63	*65	13	3,347	13	339
170	248,880	1,464	1	0	1	2	30	32	5	1,784	12–14	330
180	174,060	967	1	0	1	1	24	25	9	1,100	12	331
198	385,444.2	1,947	0	0	0	11	49	60	12	2,968	11	332
194	836,361	4,311	1	0	1	13	152	165	20	5,465	11	333
195	825,452	4,735	1	0	1	17	109	126	19	7,230	13	334
180	250,920	1,394	1	1	2	6	29	35	7	2,080	12	335
*b*170	*a*419,560	2,468	1	0	1	7	48	55	15	3,420	11	336
200	668,000	3,340	2	0	2	*5	*73	*78	20	*4,000	12	337
198	*a*380,952	*1,924	*1	*0	*1	*7	*32	*39	*8	*2,100	....	338
*b*170	*a*360,740	2,122	1	0	1	5	58	63	6	*3,120	11	339
*b*170	*a*218,450	1,285	1	0	1	3	27	30	4	1,995	12	340
180	282,780	1,571	1	3	4	1	47	48	5	2,300	12	341
*b*170	*a*159,930	929	......	......	......	7	16	23	....	....	....	342
*b*170	*a*184,280	1,084	*1	*0	*1	6	24	30	5	*1,190	12	343
175	315,185	1,801	1	0	1	5	43	48	6	2,300	13	344
200	368,600	1,843	......	......	......	5	52	57	6	2,625	11	345
180	296,280	1,646	1	0	1	2	34	36	7	1,800	11	346
201	19,965,732	99,332	24	42	66	105	2,589	2,694	277	120,800	*c*13	347
190	183,160	964	1	0	1	1	24	25	4	1,400	11	348
200	4,682,600	23,413	24	15	39	12	594	606	65	30,166	11	349
*b*170	*a*161,500	950	*0	*0	*0	8	23	26	*5	*1,205	12	350
180	156,843	871	1	0	1	4	20	24	4	1,300	11	351

b Approximately. *c* Including one year in the kindergarten.

TABLE 4.—*Population, private schools, and public school enrollment, attendance, super*

	City.	Total population (census of 1890).	School-census age.	Number of children of school-census age.			Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.		
				Male.	Female.	Total.		Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10
	PENNSYLVANIA—continued.									
352	Pottstown	13,285	......	....	....	....	70	1,218	1,188	2,406
353	Pottsville	14,117	6-21	....	....	....	200	1,276	1,166	2,441
354	Reading	58,661	......	....	....	....	*1,600	4,215	4,231	8,446
355	Scranton	75,215	6-21	....	....	....	2,500	5,414	5,758	11,172
356	Shamokin	14,403	......	....	....	....	*600	1,369	1,495	2,864
357	Shenandoah	15,944	6-21	*a*1,950	*a*1,950	*a*3,900	120	1,255	1,421	2,676
358	South Bethlehem	10,302	......	....	....	....	*250	948	860	1,808
359	Steelton	9,250	......	....	....	....	200	726	716	1,442
360	Titusville	8,073	6-21	....	....	....	....	794	844	1,638
361	West Chester	8,028	6-21	700	750	1,450	360	523	623	1,146
362	Wilkes Barre	37 718	......	....	....	....	*1,000	2,992	3,210	6,202
363	Williamsport	27,132	6-21	....	....	....	1,100	2,271	2,406	4,677
364	York	20,793	......	....	....	....	300	1,648	1,561	3,209
	RHODE ISLAND.									
365	Central Falls*	*a*8,700	7-15	....	....	....	....	(2,931)		2,931
366	Newport	19,457	5-15	1,834	1,866	3,700	663	1,262	1,292	2,554
367	Pautucket	27,633	5-15	2,785	2,587	5,372	1,071	2,288	2,169	4,457
368	Providence	132,146	5-15	11,547	11,315	22,862	3,083	7,929	7,616	15,544
369	Woonsocket	20,830	5-15	2,537	2,618	5,155	1,500	1,546	1,487	3,033
	SOUTH CAROLINA.									
370	Charleston	54,955	6-16	3,496	4,218	7,714	2,957	2,451	3,279	5,730
371	Columbia	15,353	6-18	(2,250)		2,250	500	833	1.087	1,920
372	Greenville	8,607	6-18	....	....	....	500	757	885	1,642
	SOUTH DAKOTA.									
373	Sioux Falls	10,177	6-20	890	882	1,772	140	755	745	1,500
	TENNESSEE.									
374	Chattanooga	29,100	6-21	3,474	3,639	7,113	1,500	2,256	2,446	4,702
375	Jackson	10,039	6-21	(3,802)		3,802	80	(1,606)		1,606
376	Knoxville	22,535	6-21	4,170	4,238	8,408	300	1,536	1,844	3,380
377	Memphis	64,495	6-21	8,018	7,714	15,732	....	2,719	3,501	6,220
378	Nashville	76,168	6-21	12,727	14,011	26,738	1,200	4,975	5,526	10,501
	TEXAS.									
379	Austin	14,575	7-21	2,056	2,084	4,140	476	1,434	1,562	2,996
380	Dallas	38,067	8-16	3,930	3,938	7,868	500	2,205	2,550	4,755
381	Denison*	10,958	7-18	858	951	1,809	....	(1,799)		1,799
382	El Paso	10,338	6-19	560	545	1,105	100	448	424	872
383	Fort Worth	23,076	7-21	2,112	2,070	4,182	200	1,728	1,834	3,563
384	Galveston	29,084	7-19	4,464	4,770	9,234	2,000	1,957	2,141	4,098
385	Houston	27,557	8-16	3,155	3,104	6,259	500	1,712	1,924	3,636
386	Laredo	11,319	8-16	(2,360)		2,360	....	(826)		826
387	Paris	8,254	8-16	1,166	1,139	2,305	115	880	1,011	1,891
388	San Antonio*	37,673	6-18	5,110	5,465	10,575	....	(4,407)		4,407
389	Waco	14,445	7-18	(4,447)		4,447	....	1,197	1,351	2,548
	UTAH.									
390	Ogden City	14,889	6-18	1,674	1,623	3,297	500	1,373	1,303	2,676
391	Salt Lake City	14,843	6-18	4,421	4,397	8,818	2,086	3,203	3,165	6,368
	VERMONT.									
392	Burlington	14,590	5-18	1,772	1,572	3,344	1,470	(1,740)		1,740
393	Rutland	8,239	5-18	1,050	1,067	2,117	550	579	627	1,206

* Statistics of 1889-90. *a* Approximately. *b* Estimated. *c* Average.

vising officers, teachers, and accommodations in cities of over 8,000 inhabitants—Cont'd.

Number of days the public schools were actually in session.	Aggregate number of days' attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the entire course of study.	
			Male.	Female.	Total.	Male.	Female.	Total.				
11	12	13	14	15	16	17	18	19	20	21	22	
200	327, 400	1, 637	12	1	0	1	*6	*37	*43	19	2, 437	352
200	371, 800	1, 859	10–12	1	0	1	7	45	52	9	2, 400	353
a190	b1, 298, 650	6, 835	12	......	......	......	7	184	191	30	*8, 700	354
198	1, 700, 000	8, 500	12	1	0	1	20	188	208	34	12, 000	355
a150	b316, 950	2, 113	......	*1	*0	*1	9	36	45	6	*2, 450	356
180	334, 080	1, 856	11	1	0	1	9	36	45	7	2, 805	357
a190	b300, 960	1, 584	......	*1	*0	*1	11	29	40	9	*2, 350	358
180	218, 340	1, 213	12	1	0	1	16	13	29	6	1, 639	359
187	235, 620	1, 260	11	*1	*0	*1	3	33	36	5	1, 465	360
200	143, 400	717	12	1	0	1	4	23	27	8	1, 160	361
189	831, 222	4, 398	11	*3	*1	*4	20	92	112	14	*6, 480	362
180	620, 853	3, 440	12	1	0	1	15	77	92	15	3, 900	363
180	414, 360	2, 302	12	8	5	13	19	45	64	13	2, 900	364
193	241, 636	1, 252	......	......	......	......	(27)		27	6	1, 620	365
197	868, 981	1, 873	13	1	8	4	5	61	66	11	2, 480	366
200	626, 000	2, 725	9	2	1	3	7	86	93	23	4, 885	367
186. 5	2, 491, 584	13, 359. 7	13	5	17	22	25	306	421	67	17, 661	368
191	282, 390	1, 563	13	1	0	1	4	48	52	15	2, 123	369
196	1, 093, 484	5, 579	6	1	7	2	98	100	6	5, 900	10	370
174	224, 628	1, 292	1	0	1	4	24	28	4	1, 192	10	371
180	189, 000	1, 050	1	0	1	6	18	24	6	1, 650	8	372
176	163, 216. 8	926. 8	2	0	2	2	31	33	7	1, 380	12	373
178	501, 910	3, 044. 5	1	1	2	10	68	78	7	3, 750	11	374
180	245, 700	1, 365	1	0	1	3	18	21	3	....	8	375
188	448, 395. 5	2, 598	6	0	6	20	41	61	9	2, 700	11	376
175	746, 018	4, 263	1	11	12	7	80	87	11	4, 221	11	377
185	1, 549, 523	8, 338	22	13	35	16	137	153	18	7, 558	11	378
170	340, 119	2, 600. 7	1	1	2	12	55	67	18	2, 890	11	379
180	*522, 580	*3, 016	8	1	9	15	67	82	14	4, 000	11	380
177	189, 567	1, 071	3	4	7	2	23	25	6	1, 528	11	381
180	94, 565	533	1	0	1	2	14	16	4	700	11	382
187	305, 891	1, 636	2	1	3	10	50	60	13	2, 600	11	383
170	529, 890	3, 117	4	1	5	15	72	87	11	4, 023	11	384
173	353, 785	2, 045	1	0	1	20	45	65	13	2, 980	11	385
180	72, 000	400	1	0	1	3	9	12	9	600	......	386
178	205, 560	1, 142	1	0	1	4	30	34	3	1, 564	11	387
200	594, 200	2, 971	......	......	......	14	62	76	12	3, 494	11	388
176	274, 736	1, 556	0	1	1	6	51	57	11	2, 408	11	389
196	472, 046	2, 408	1	1	2	6	23	29	12	1, 900	11	390
180	632, 700	3, 515	2	1	3	29	72	101	33	4, 976	12	391
c172	211, 314. 5	1, 214	1	0	1	5	50	55	10	1, 428	13	392
190	184, 490	971	1	0	1	2	31	33	6	1, 365	13	393

TABLE 4.—*Population, private schools, and public school enrollment, attendance, super*

	City.	Total population (census of 1890).	School-census age.	Number of children of school-census age.			Estimated number of pupils in private and parochial schools.	Number of different pupils enrolled in public day schools.		
				Male.	Female.	Total.		Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9	10
	VIRGINIA.									
394	Alexandria	14,339	5-21	....	....	....	*600	994	826	2,819
395	Danville	10,305	5-21	1,682	1,896	3,578	*226	863	836	1,600
396	Lynchburg	19,709	5-21	3,215	3,533	6,748	350	1,477	1,931	3,488
397	Manchester	9,246	5-21	(3,573)		3,573	....	577	612	1,109
398	Norfolk	34,871	5-21	4,599	5,005	9,604	2,900	1,338	1,465	2,853
399	Petersburg	22,680	5-21	3,604	3,846	7,450	650	1,438	1,717	3,139
400	Portsmouth	13,268	5-21	(3,610)		3,610	*500	726	767	1,495
401	Richmond	81,388	5-21	11,677	13,297	2,974	3,000	6,924	4,847	11,771
402	Roanoke	16,159	5-21	(4,116)		4,116	*331	622	810	1,432
	WASHINGTON.									
403	Seattle	42,837	5-21	4,598	4,633	9,231	....	3,039	3,080	6,119
404	Spokane Falls	19,922	5-21	1,908	1,813	3,721	113	1,368	1,341	2,709
405	Tacoma	36,006	....	....	....	....	*856	2,097	1,968	4,065
	WEST VIRGINIA.									
406	Huntington	10,108	6-21	1,325	1,253	2,578	150	800	880	1,680
407	Parkersburg	8,408	6-21	....	....	....	350	*1,089	*1,120	*2,209
408	Wheeling	34,522	6-21	(11,525)		11,525	825	2,751	2,872	5,623
	WISCONSIN.									
409	Appleton*	11,869	4-20	2,047	2,230	4,277	600	956	951	1,907
410	Ashland	9,956	4-20	1,361	1,444	2,805	400	607	630	1,237
411	Chippewa Falls	8,670	4-20	1,460	1,713	3,173	638	572	664	1,236
412	Eau Claire	17,415	4-20	2,801	2,927	5,728	784	1,570	1,592	3,162
413	Fond du Lac	12,024	4-20	2,109	2,207	4,316	500	1,095	1,087	2,182
414	Green Bay	9,069	4-20	1,516	1,497	3,013	500	(1,465)		1,465
415	Janesville	10,836	4-20	1,952	2,110	4,062	400	(1,685)		1,685
416	Lacrosse	25,090	4-20	3,943	4,146	8,089	1,200	2,281	2,209	4,490
417	Madison	13,426	4-20	2,490	2,600	5,090	600	1,033	1,052	2,085
418	Marinette*	11,523	4-20	1,505	1,496	3,001	500	973	977	1,950
419	Milwaukee	204,468	4-20	37,882	38,449	76,331	*15,000	14,240	13,834	28,074
420	Oshkosh	22,836	4-20	4,017	4,102	8,119	1,750	1,520	1,385	2,905
421	Racine	21,014	4-20	3,987	4,157	8,144	1,200	(3,323)		3,323
422	Sheboygan	16,359	4-20	3,397	3,406	6,803	1,500	1,278	1,295	2,573
423	Superior	11,983	4-20	1,880	1,809	3,689	500	1,151	1,150	2,301
424	Wausau	9,253	4-20	1,624	1,734	3,358	846	903	901	1,804
	WYOMING.									
425	Cheyenne	11,690	6-21	....	....	....	200	643	556	1,199

* Statistics of 1889-90.

vising officers, teachers, and accommodations in cities of over 8,000 inhabitants—Cont'd.

Number of days the public schools were actually in session.	Aggregate number of days' attendance in all public day schools.	Average daily attendance in public day schools.	Number of supervising officers.			Number of regular teachers.			Number of buildings used for school purposes.	Total number of seats or sittings for study in all public schools.	Number of years required to complete the enrire course of study.	
			Male.	Female.	Total.	Male.	Female.	Total.				
11	12	13	14	15	16	17	18	19	20	21	22	
197	283,089	1,437	1	0	1	8	23	31	5	1,550	10	394
188	194,272	1,033.4	3	0	3	4	26	30	3	1,500	11	395
193	482,343	2,551	2	1	3	12	51	63	12	2,950	10	396
180	151,200	840	1	0	1	6	13	19	2	1,000	12	397
192	332,342.4	1,731	0	0	0	7	29	36	9	2,300	8	398
184	419,152	2,278	*1	*0	*1	*3	*45	*48	*9	*2,350	11	399
200	213,800	1,069	1	0	1	3	21	24	3	1,212	11	400
183	1,731,729	9,463	18	0	18	15	201	216	25	10,370	11	401
180	187,920	1,044	1	0	1	3	20	23	4	1,650	9	402
191	806,402	4,222.1	5	2	7	9	114	123	34	6,500	8	403
180	290,957	1,616.4	1	1	2	2	43	45	11	2,941	12	404
200	529,751	2,648.8	1	0	1	7	86	93	9	4,207	12	405
160	162,750	1,040	1	0	1	2	30	32	8	1,700	12	406
192	*296,256	*1,543	1	0	1	*8	*34	*42	6	1,500	12	407
199	831,820	4,180	5	4	9	0	115	115	11	5,000	11	408
175	224,486	1,283	3	0	3	8	36	44	8	....	12	409
175	205,620	1,175	1	0	2	1	21	22	6	1,200	12	410
176	155,895.7	886	1	0	1	2	25	27	8	950	12	411
176	385,181.5	2,188	2	0	2	7	52	59	14	2,916	12	412
195.5	310,001.5	1,616	1	0	1	2	44	46	18	2,800	12	413
200	192,804	964	1	0	1	3	25	28	6	1,500	13	414
190	275,894	1,385	......	......	......	1	45	46	7	1,400	12	415
200	644,112	3,293	1	2	3	8	72	80	15	4,097	11	416
185	304,685	1,644	1	1	2	3	46	49	9	2,000	12	417
196.5	230,990.5	1,175.5	1	0	1	3	28	31	5	1,600	12	418
193.5	3,752,256	20,476	35	4	39	27	459	486	85	25,800	12	419
200	407,327	2,037	1	1	2	8	55	63	10	3,200	12	420
200	507,400	2,679.7	1	0	1	7	55	62	8	*3,000	12	421
197	330,848.5	1,674	1	0	1	(55)		55	9	2,700	12	422
195	217,434	1,110	0	0	0	7	38	45	7	1,800	12	423
179	210,848.3	1,178	1	0	1	2	24	26	10	1,500	12	424
186.5	141,342	800	1	0	1	1	23	24	3	850	12	425

* Statistics of 1889-90.

TABLE 5.—*Property, receipts, and expenditures of*

	City.	Total taxable property in the city.		Estimated actual value of all public property used for school purposes.	Receipts for the school year 1890-91.				
		Assessed value.	Cash value, based on the assessment.		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.
	1	2	3	4	5	6	7	8	9
	ALABAMA.								
1	Birmingham	$18,000,000	$30,000,000	$250,000	$8,574	$87,750	$2,346	$2,797	$101,467
2	Mobile*								
3	Montgomery	7,000,000	7,000,000	100,000	3,300	14,560	750	2,765	21,315
	ARKANSAS.								
4	Fort Smith	4,091,325	8,182,650		1,900	1,400	6,000		†8,300
5	Hot Springs	600,000	2,400,000	225,000	1,764	11,820	1,200		14,784
6	Little Rock			38,500	6,885		51,385		58,270
	CALIFORNIA.								
7	Los Angeles	45,000,000	135,000,000	700,000	101,274	55,326	46,125	2,244	204,969
8	Oakland	40,371,035	40,371,035	1,002,970	111,063	80,428	44,024	4,462	239,977
9	Sacramento	14,369,625	14,369,625	268,000	44,994	44,966	17,450	1,789	109,199
10	San Diego	15,500,000	23,250,000	177,564	31,849	12,285	16,428	1,461	62,023
11	San Francisco	301,444,140	301,444,140	4,798,427	576,767	479,749		6,203	1,062,719
12	San Jose			*233,800	44,508	32,108	18,460	519	95,595
13	Stockton	10,645,132	17,741,887	226,031	24,651	23,378	11,310	5,478	64,817
	COLORADO.								
14	Colorado Springs	5,177,560	15,532,680	142,000	9,982	32,017		39,431	81,430
	Denver:								
15	District No. 1	65,000,000	260,000,000	1,500,000					216,728
16	District No. 2	7,726,000	[illegible]	400,000	5,000	*c*64,385	42,115		111,500
17	District No. 17*				30,584		18,150	166	48,900
	Pueblo:								
18	District No. 1	10,363,908	10,363,908	*200,000			39,523	4,980	44,503
19	District No. 20	6,101,673		160,595					55,638
	CONNECTICUT.								
20	Bridgeport	21,942,282	21,942,282	*338,000	25,646	194,500			220,146
21	Danbury								
22	Hartford			*f*1,121,000	23,566	*g*73,375	*e*100,058	21,190	218,189
23	Meriden	12,091,220	18,136,830	344,660		60,500		14,758	75,258
24	Middletown			80,000	3,868	17,596		7,396	28,860
25	New Britain	7,000,000		263,000					
26	New Haven	51,393,263	68,524,351	900,000	42,452	68,463	177,375	3,445	291,735
27	New London	11,000,000	14,666,666	173,000	6,005	24,800		1,070	31,875
28	Norwalk	6,168,673	15,421,682	130,000	7,848	*d*25,878	*e*11,808	581	46,115
29	Norwich			167,000	6,996	20,368	0	1,000	
30	Stanford*				7,484	29,505		1,008	37,997
31	Waterbury	10,030,532		450,000	17,579	72,234	0	45,627	135,440
32	Willimantic*			39,000	4,565	12,963	4,267	2,547	24,702
	DELAWARE.								
33	Wilmington	34,160,863	34,160,863	528,817	10,676	135,932	0	3,272	149,890
	DIST. COLUMBIA.								
	Washington:								
34	First and Sixth Divisions			*1,703,075					
35	Seventh and Eighth Divisions			777,500	*h*191,169	*i*191,170	0	0	382,339
	FLORIDA.								
36	Key West	2,811,625	4,686,041	20,000	3,286		10,447	1,337	15,070
37	Pensacola	2,948,445	7,371,115	36,700	2,488	0	12,956	386	15,830

*Statistics of 1889-90.

†The sum of the items reported is $9,300.

a Owing to a lack of funds the salaries of teachers for the month of June, 1891, were not paid. The amount remaining unpaid is $40,371.

b The accounts of the evning schools are not separated from those of the day schools.

public schools of cities of over 8,000 inhabitants.

Receipts from loans and bond sales	Balance on hand from last school year (1889-90).	Total sum available for use during the year.	Expenditures for the school year 1890-91.					Paid on principal of loans and bonded debts.	Amount carried forward to next school year (1891-92).	
			Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total.			
10	11	12	13	14	15	16	17	18	19	
0	0	$101,467	$43,811	$35,777	$9,619	0	$89,207	0	$12,260	1
....	$90,000	....	....	....	....	....	....	....	....	2
$26,000	1,139	48,454	26,000	20,750	1,550	0	48,300	0	154	3
18,000	5,508	31,808	....	27,500	2,500	....	30,000	....	1,808	4
....	....	14,784	....	10,500	2,200	....	12,700	....	2,084	5
....	7,979	66,249	20,231	35,225	9,318	....	64,774	....	1,475	6
....	68,627	273,596	80,946	156,000	30,867	$486	268,299	....	5,297	7
....	20,266	260,243	36,711	162,851	49,399	4,500	253,461	....	6,782	8
0	29,696	138,895	2,246	76,270	18,255	....	96,771	....	41,374	9
....	30,760	92,783	10,358	49,646	15,026	....	75,030	....	17,753	10
....	291	1,063,010	95,498	*ba*777,549	*b*135,676	(*b*)	1,008,723	....	54,287	11
0	23,680	119,275	16,657	56,892	....	831	....	....	27,568	12
0	37,377	102,194	7,863	40,448	15,763	0	64,074	0	38,120	13
0	4,096	85,526	32,251	29,190	15,824	0	77,265	$5,000	3,261	14
....	151,108	367,836	100,000	136,529	....	....	319,134	10,060	....	15
18,900	8,712	139,112	55,921	60,126	23,7[illegible]	....	139,758	....	0	16
68,201	10,167	127,268	71,950	19,981	10,325	....	102,256	....	25,012	17
410,202	35,696	490,401	98,430	35,264	43,968	....	177,662	299,240	13,499	18
81,679	....	137,317	97,604	*18,917	*8,107	....	126,947	....	10,370	19
....	....	220,145	60,013	88,706	24,908	384	174,011	....	....	20
....	....	....	....	....	....	....	....	....	....	21
90,700	....	....	77,118	136,822	64,302	1,762	280,004	7,100	....	22
0	0	75,258	....	49,895	25,363	....	75,258	....	0	23
0	3,077	31,937	206	13,477	11,968	0	25,651	1,669	4,617	24
....	....	....	....	*23,735	*8,455	*753	*32,944	....	....	25
149,744	6,216	447,695	14,751	199,735	81,201	2,976	298,663	134,677	14,355	26
68,714	258	100,847	48,364	22,813	10,500	....	81,677	4,350	14,820	27
0	0	46,115	1,878	28,565	15,672	0	46,115	0	0	28
....	0	28,364	....	20,070	8,294	....	28,364	....	....	29
0	0	37,797	0	30,922	7,075	0	37,997	0	0	30
73,000	2,136	210,576	47,259	52,875	24,482	2,193	126,809	78,996	4,771	21
....	....	24,702	....	16,634	8,068	....	24,702	....	....	32
0	21,795	171,675	30,733	83,525	39,593	450	154,301	5,000	12,374	33
....	....	....	252,818	549,513	114,613	6,469	923,413	....	....	34
0	0	382,239								35
....	5,443	20,513	1,803	12,032	2,399	....	16,234	....	4,279	36
0	0	15,830	2,500	10,530	2,300	0	15,330	500	0	37

c District taxes and tuition.
d Town taxes.
e District taxes.
f Buildings and sites only.
g From town treasury.
h United States appropriations.
i District of Columbia taxes.

TABLE 5.—*Property, receipts, and expenditures of*

	City.	Total taxable property in the city.		Estimated actual value of all public property used for school purposes.	Receipts for the school year 1890-91.				
		Assessed value.	Cash value, based on the assessment.		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.
	1	2	3	4	5	6	7	8	9
	GEORGIA.								
38	Athens	$5,477,236	$5,477,236	$30,000	$2,651	$10,696	$947	$127	$14,421
39	Atlanta	48,707,950	97,415,900	351,515	26,278	107,420	......	1,407	135,105
40	Augusta*	18,000,000	18,000,000	100,000	11,991	42,800	4,079	2,129	60,999
41	Columbus	9,824,875	12,281,093	135,000	4,707	34,882	875	4,063	44,530
42	Macon	......	......	101,000	......	......	(*a*)	......	(*a*)
43	Savannah	......	......	300,000	15,032	......	55,000	9,408	79,440
	ILLINOIS.								
44	Aurora (East Side)	2,300,000	9,200,000	160,000	3,126	27,628	6,419	8,084	45,256
45	Belleville	2,213,405	5,533,512	113,772	4,398	38,592	0	665	43,655
46	Bloomington	3,500,000	14,000,000	310,000	6,337	44,864	1,579	2,356	55,136
47	Cairo	1,766,124	5,298,372	75,000	2,230	0	18,502	9	20.741
48	Chicago	219,354,368	987,094,656	9,970,000	195,985	3,684,210	0	334,029	4,214,224
49	Danville	2,083,490	8,333,960	200,000	3,037	(39,289)		60	42,386
50	Decatur	2,322,237	6,966,711	165,000	4,392	42,317	0	111	46,820
51	East St. Louis	1,945,523	5,836,569	115,500	......	......	......	......	32,245
52	Elgin*	......	......	183,300	2,900	44,011	......	4	46,915
53	Freeport	1,767,632	7,070,528	89,494	2,957	28,186	184	221	31,548
54	Galesburg	2,500,000	10,000,000	250,000	4,363	33,203	......	863	38,429
55	Jacksonville	......	......	152,650	3,213	35,077	......	156	38,426
56	Joliet*	2,572,259	15,433,554	160,000	6,990	53,060	......	200	60,200
57	Kankakee	693,896	3,469,480	92,700	2,586	17,047	......	662	20,295
58	La Salle*	845,643	2,536,929	36,000	12,000	1,800	14,000	......	27,800
59	Moline	1,753,021	5,259,036	200,000	2,121	42,120	1,078	492	45,811
60	Ottawa	1,228,670	6,143,350	56,300	2,292	28,754	......	270	31,316
61	Peoria	7,242,689	35,213,445	500,000	10,258	102,889	......	3,107	116,254
62	Quincy	4,883,360	24,416,800	208,800	9,700	44,382	0	145	54,227
63	Rock Island	2,334,835	7,004,505	130,000	3,609	40,778	......	490	44,877
64	Rockford	5,084,956	15,254,868	226,059	5,150	60,598	......	......	......
65	Springfield	4,410,000	13,230,000	267,172	6,293	63,882	0	2,300	72,475
66	Streator*	1,100,000	6,600,000	40,300	4,074	......	27,627	310	32,011
	INDIANA.								
67	Anderson*	2,248,455	2,248,455	81,100	......	......	......	......	17,442
68	Elkhart	5,097,350	5,097,350	134,000	9,711	19,509	......	113	29,333
69	Evansville	......	......	414,500	......	......	......	......	121,090
70	Fort Wayne	14,900,000	14,900,000	252,000	34,284	......	43,495	7	77,786
71	Indianapolis	58,205,890	87,308,835	1,014,986	99,903	130,981	31,059	7,393	269,336
72	Jeffersonville	2,777,783	2,777,783	56,000	35,759	(22,620)		......	58,379
73	Kokomo	4,615,270	6,153,694	75,000	7,955	16,379	0	......	24,334
74	La Fayette*	9,000,000	......	250,000	......	......	......	......	55,364
75	Logansport	7,500,000	7,500,000	142,000	16,833	......	......	25,078	41,912
76	Marion	6,000,000	6,000,000	120,400	......	......	......	......	21,590
77	Michigan City	3,100,493	3,100,493	75,500	17,150	4,180	3,059	145	24,534
78	Muncie	5,043,586	5,043,586	203,000	9,191	(19,857)		146	29,194
79	New Albany	10,578,485	10,578,485	167,000	......	......	......	......	38,549
80	Richmond	......	......	245,000	......	......	......	......	67,593
81	South Bend	6,224,670	15,561,675	184,000	17,150	......	22,727	6,506	46,383
82	Terre Haute	15,894,725	23,842,086	335,000	46,575	3,036	49,972	2,610	102,193
83	Vincennes	4,335,880	4,335,880	65,000	......	......	......	......	14,321
	IOWA.								
84	Burlington	4,500,000	18,000,000	200,000	10,121	56,862	928	426	68,337
85	Cedar Rapids	3,279,301	9,837,903	252,150	7,681	0	64,233	236	72,150
86	Clinton	1,989,145	......	150,000	4,923	33,693	......	214	38,830
87	Council Bluffs	5,610,325	16,830,975	310,000	3,155	......	81,003	121	84,279
88	Davenport	4,662,235	12,986,705	315,000	10,467	64,748	......	4,473	79,688
	Des Moines:								
89	East Side	2,804,950	7,012,375	252,800	9,770	46,395	......	1,932	58,097
90	West Side	8,364,000	20,910,000	600,000	12,426	......	105,762	925	191,113

*Statistics of 1889-90.

a The city schools are parts of the county system, and the accounts are not kept separate.

b The accounts of the evening schools are not kept separate.

public schools of cities of over 8,000 inhabitants—Continued.

Receipts from loans and bond sales.	Balance on hand from last school year (1889–90).	Total sum available for use during the year.	Expenditures for the school year 1890–91.					Paid on principal of loans and bonded debts.	Amount carried forward to next school year (1891–92).	
			Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total.			
10	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	
0	0	$14,421	$4,000	$13,629	$987	0	$18,616	0	0	38
....	$5,530	140,635	18,761	94,965	25,734	....	139,460	....	$1,175	39
....	10,679	71,678	10,000	32,580	12.079	....	54,659	....	17,019	40
0	0	44,530	20,000	18,520	6,009	0	44,530	0	0	41
....	....	....	....	(*a*)	....	....	24,000	....	....	42
....	4,892	84,332	....	70,689	12,690	....	83,379	....	953	43
....	11,347	56,603	....	28,009	9,947	....	37,956	$8,000	10,647	44
0	9,696	53,351	1,772	28,754	10,115	0	40,641	0	12,710	45
....	15,968	71,104	5,859	38,915	11,156	....	55,930	....	15,174	46
0	340	21,081	1,552	12,685	3,646	0	17,883	0	3,198	47
0	459,460	4,673,684	749,491	2,298,782	909,668	$85,874	4,043,815	46,000	583,869	48
0	6,054	48,440	....	26,785	13,854	....	40,639	3,000	4,801	49
0	16,845	63,665	17,975	28,405	9,037	0	55,417	0	8,248	50
....	....	....	....	23,071	9,175	....	32,246	....	....	51
$32,446	5,363	84,724	2,246	26,664	10,190	0	39,100	37,479	8,145	52
....	3,490	35,038	294	20,055	13,240	....	33,589	3,000	0	53
....	9,961	48,390	....	25,820	7,569	....	33,389	....	15,001	54
474	10,317	49,217	1,865	21,995	4,869	0	28,639	0	20,578	55
....	2,475	62,675	2,750	32,000	18,190	....	52,940	9,000	735	56
9,603	1,949	31,847	7,617	12,820	5,110	....	25.547	6,267	33	57
....	6,500	34,300	4,091	11,052	3,410	....	18,553	10,000	5,747	58
35,978	5,046	86,835	40,861	24,742	9,061	....	74,664	3,000	9,171	59
....	8,247	39,563	4,018	20,245	4,584	0	28,847	0	10,716	60
75,997	39,199	231,450	27.369	*b*78,520	*b*18,925	(*b*)	124,841	61,000	45,636	61
5,500	1,739	61,466	13,121	35,526	12,676	0	61,323	0	143	62
36,090	16,267	97,234	16,000	28,562	11,257	....	55,819	40,615	800	63
....	....	....	....	42,576	15,670	....	58,246	....	....	64
0	27,986	100,461	26,442	52,501	7,214	0	86,157	0	14,304	65
....	8,189	40,200	0	18,992	5,943	0	24,935	500	14,765	66
15,200	5,384	38,026	15,896	8,055	6,516	....	30,467	....	7,559	67
0	10,737	40,070	3,154	21,493	4,152	....	*c*30,432	....	9,637	68
....	25,158	146,257	....	88,985	....	1,510	118,715	....	27,542	69
....	79,374	157,160	14,799	56,733	10,171	....	81,703	....	75,457	70
220,000	45,397	534,733	56,012	216,134	80,114	....	352,260	200,000	*d*0	71
....	....	58,379	....	19,825	....	....	34,872	23,507	....	72
....	14,988	39,322	5,331	14,387	6.510	0	26,228	0	13,094	73
....	38,799	94,163	28,159	27,787	7,219	....	63,165	....	....	74
....	17,767	59,679	23,505	17,415	....	....	40,920	....	18,759	75
....	9,133	....	32,122	15,669	3,665	....	51,456	....	....	76
....	17,068	41,602	8,500	12,424	4,083	....	25,007	....	16,595	77
10,073	17,716	56,983	11,645	22,551	10,282	....	44,478	....	12,505	78
0	37,927	76,466	1,500	30,579	5,672	0	37,751	0	38,715	79
0	34,346	101,939	5,248	35,042	8,963	....	49,253	7,400	45,286	80
....	27,322	73,705	12,388	28,204	9,736	0	50,328	0	23,377	81
....	31,245	133,438	14,135	71,496	17,746	....	103,337	....	30,061	82
15,000	16,911	46,232	12,048	12,537	2,812	0	27,397	0	18,835	83
15,300	7,166	90,803	15,228	50,481	15,372	0	81,081	0	9,722	84
73,000	28,914	174,064	47,439	38,104	23,357	....	108,900	34,500	30,664	85
23,550	5,348	67,728	4,241	25,714	11,421	....	41,376	23,500	2,852	86
15,000	44,564	143,843	27,301	46,801	22,873	0	96,975	0	46,868	87
....	34,490	114,178	702	64,308	13,490	560	79,060	....	35,118	88
33,000	17,393	108,490	36,667	39,451	22,182	0	98,300	0	10,190	89
52,000	10,304	181,417	43,922	67,520	36,175	500	148,117	25,000	8,300	90

c The sum of the items reported is $28,799.
d Overdraft, $17,527.

TABLE 5.—*Property, receipts, and expenditures of*

	City.	Total taxable property in the city.		Estimated actual value of all public property used for school purposes.	Receipts for the school year 1890-91.				
		Assessed value.	Cash value, based on the assessment.		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.
	1	2	3	4	5	6	7	8	9
	IOWA—cont'd.								
91	Dubuque	$6,813,735	$19,449,212	$232,000	$11,288	$57,000	......	$57	$68,345
92	Keokuk	4,000,000	....	210,000	6,033	....	$35,165	210	41,408
93	Marshalltown	1,442,051	4,326,153	165,000	3,655	40,434	......	486	44,575
94	Muscatine	2,037,600	4,584,600	112,000	4,005	31,545	......	268	35,818
95	Ottumwa	3,427,771	10,283,313	147,000	......	....	......	......	....
96	Sioux City	16,387,000	49,161,000	520,000	17,518	(70,806)		79,348	167,672
	KANSAS.								
97	Arkansas City	1,464,612	....	125,000	2,300	30,757	0	100	33,157
98	Atchison	2,959,010	11,836,040	169,000	5,332	....	26,620	1,165	33,117
99	Fort Scott	1,240,000	4,960,000	225,000	4,036	22,016	150	......	26,202
100	Hutchinson	1,770,000	5,310,000	150,000	2,592	34,860	......	......	37,452
101	Kansas City	9,000,000	27,000,000	275,000	15,036	58,565	......	......	73,601
102	Lawrence	1,871,745	5,615,235	145,000	3,907	23,261	......	2,296	29,464
103	Leavenworth	5,361,803	10,723,606	203,000	6,609	47,765	......	3,518	57,893
104	Topeka	10,315,560	36,104,460	400,000	11,072	....	95,433	1,496	108,001
105	Wichita	9,064,689	27,194,067	407,500	7,784	....	78,254	2,086	88,124
	KENTUCKY.								
106	Covington	15,000,000	15,000,000	250,000	29,061	35,385	......	1,988	66,434
107	Henderson	3,000,000	....	90,000	6,000	10,000	......	500	16,500
108	Lexington	5,000,000	5,000,000	150,000	13,000	24,000	......	......	....
109	Louisville	81,306,916	121,960,374	1,094,799	152,841	243,863	0	33,547	430,251
110	Newport	7,800,000	7,800,000	225,000	17,489	20,169	......	......	37,658
111	Owensborough	3,278,068	5,463,446	85,000	6,466	13,734	......	1,000	21,200
112	Paducah	5,125,000	5,125,000	92,600	11,300	11,500	400	4,225	27,425
	LOUISIANA.								
113	New Orleans	132,000,000	132,000,000	....	35,000	194,000	7,000	......	236,000
114	Shreveport	4,000,000	8,000,000	15,000	......	....	......	......	19,300
	MAINE.								
115	Auburn	5,000,000	7,500,000	80,000	6,500	16,000	......	......	....
116	Augusta	5,198,485	6,931,314	90,000	5,410	11,433	*c* 8,675	......	25,518
117	Bangor	....	....	*125,000	10,069	41,650	......	1,045	52,764
118	Bath	6,028,364	9,042,546	100,000	5,496	14,150	139	0	19,785
119	Biddeford	6,307,630	12,615,260	110,000	8,822	19,000	......	......	27,822
120	Lewiston	11,269,547	15,026,063	28,483	14,371	30,500	......	328	45,199
121	Portland	35,611,890	53,417,835	*373,000	22,442	99,632	......	......	122,074
122	Rockland	4,578,585	4,578,585	*49,000	4,372	11,000	0	55	15,427
	MARYLAND.								
123	Baltimore	307,727,738	307,727,738	2,650,000	85,155	644,073	0	258,700	1,087,928
124	Frederick	....	....	26,000	......	....	......	......	(*b*)
125	Hagerstown	4,350,000	6,525,000	45,000	4,137	0	7,160	0	11,297
	MASSACHUSETTS.								
126	Adams	3,961,000	3,961,000	113,600	......	....	......	......	....
127	Beverly	13,186,755	13,186,755	174,400	......	29,000	......	631	29,634
128	Boston	822,041,800	822,041,800	*g* 8,950,000	......	....	......	......	....
129	Brockton	17,477,847	17,477,847	....	......	73,000	......	1,266	74,266
130	Brookline	46,537,300	46,537,300	490,000	0	65,500	0	162	65,662
131	Cambridge	70,581,670	70,581,670	*910,000	......	371,581	......	1,427	373,008
132	Chelsea	23,409,178	23,409,178	440,600	0	94,101	0	0	94,101
133	Chicopee	6,377,070	6,377,070	....	......	....	......	......	....

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* Statistics of 1889-90.

a Deficit, $29,266.

b The receipts are for the year ending December 31, and the expenditures are for the year ending June 30.

c District taxes.

public schools of cities of over 8,000 inhabitants—Continued.

Receipts from loans and bond sales.	Balance on hand from last school year (1889-90).	Total sum available for use during the year.	Expenditures for the school year 1890-91.					Paid on principal of loans and bonded debts.	Amount carried forward to next school year (1891-92).	
			Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total.			
10	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	
0	$2,510	$70,835	$8,655	$46,947	$12,611	0	$68,213	0	$2,642	91
0	590	41,998	810	29,335	10,976	0	41,151	0	847	92
$180	14,623	59,378	5,318	25,305	5,710	....	36,333	....	23,045	93
....	3,413	39,231	1,974	25,925	6,991	....	34,890	....	4,341	94
....	....	53,000	....	*22,064	*12,337	....	52,000	....	....	95
....	33,421	201,093	77,561	58,480	31,434	0	167,475	0	33,618	96
52,000	0	85,157	52,000	18,000	12,000	$125	82,125	....	3,032	97
0	5,504	38,621	3,000	22,176	10,715	0	35,891	0	2,730	98
16,000	....	....	1,000	19,281	....	....	31,242	....	....	99
....	0	37,432	....	19,140	14,934	....	34,074	....	2,948	100
....	....	73,601	17,620	61,916	19,830	0	99,366	$3,500	*a* 0	101
....	22,725	52,189	17,763	19,058	10,395	....	47,216	3,000	1,973	102
....	13,176	71,069	....	33,018	19,467	....	56,220	3,735	14,850	103
....	3,285	111,286	2,267	67,354	7,926	0	77,547	27,908	5,831	104
....	44,164	132,288	34,991	58,130	30,878	....	123,999	2,000	6,289	105
15,000	11,890	93,324	11,121	47,072	11,333	0	69,526	....	11,890	103
....	....	....	....	14,000	1,500	....	15,500	....	1,000	107
....	....	37,000	....	30,000	6,500	....	36,500	....	....	108
0	64,252	*b*494,503	52,155	266,821	65,755	6,413	*b*391,144	0	*b*135,839	109
25,000	....	62,658	26,370	28,425	3,863	0	58,658	4,000	0	110
....	6,243	27,443	4,897	13,370	2,576	....	20,843	0	6,600	111
....	....	27,425	6,500	17,149	2,941	....	26,590	....	835	112
0	0	236,000	11,000	215,000	10,000	....	236,000	....	0	113
....	....	19,300	10,000	8,800	500	0	19,300	0	....	114
....	....	....	....	14,000	....	....	20,600	....	....	115
9,000	4,502	39,021	10,913	18,351	8,103	441	37,803	....	1,213	116
0	0	52,764	1,054	33,163	18,547	....	52,764	....	0	117
0	0	19,785	....	14,151	5,634	0	19,785	0	0	118
....	0	27,822	....	*d*24,460	(*d*)	(*d*)	32,548	....	0	119
0	....	45,199	4,277	27,564	12,972	1,200	46,013	0	*e* 0	120
....	....	122,074	13,600	76,789	31,135	....	121,524	....	....	121
0	3,255	18,682	....	12,394	3,231	0	15,625	0	3,057	122
0	0	1,087,928	130,108	724,825	232,681	314	1,087,928	0	0	123
....	....	(*f*)	....	(*f*)	....	....	(*f*)	....	....	124
0	0	11,297	580	10,337	380	0	11,297	0	0	125
....	....	....	23,000	18,650	....	....	41,650	6,720	....	126
....	....	29,634	....	16,809	11,081	....	27,890	....	....	127
....	....	....	172,524	....	....	....	2,120,546	....	....	128
....	10	74,276	....	60,328	12,332	1,615	74,275	....	1	129
0	0	65,662	7,294	39,239	18,084	810	65,427	....	....	130
....	....	372,008	118,145	196,939	52,553	5,371	373,008	0	0	131
0	0	94,101	9,000	63,893	20,230	978	94,101	0	0	132
....	....	....	13,836	*17,563	*5,813	....	34,329	....	....	133

d The accounts of the evening schools are not kept separate.

e Deficit, $814.

f The accounts of the city schools are not kept separate from those of the county.

g Value of real estate alone.

TABLE 5.—*Property, receipts, and expenditures of*

	City.	Total taxable property in the city.		Estimated actual value of all public property used for school purposes.	Receipts for the school year 1890-91.				
		Assessed value.	Cash value, based on the assessment.		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.
	1	2	3	4	5	6	7	8	9
	MASSACHUSETTS—continued.								
134	Clinton	$6,044,017	$6,044,017	$106,000	......	$28,500	......	......	$28,500
135	Everett	8,317,600	8,317,600	200,000	$93	35,000	0	$363	35,456
136	Fall River	......	......	1,003,550	......	191,683	......	3,788	195,471
137	Fitchburg	16,261,117	21,681,492	314,065	0	92,377	0	0	92,377
138	Framingham	7,861,630	7,861,630	......	......	......	......	......	......
139	Gloucester	13,952,464	20,928,696	368,900	0	67,900	......	......	67,900
140	Haverhill	17,870,772	17,870,772	......	......	......	......	......	......
141	Holyoke	22,943,940	30,591,920	305,812	0	82,835	$1,503	147	84,486
142	Hyde Park	7,470,115	7,470,115	115,000	0	34,000	0	0	34,000
143	Lawrence	30,512,000	30,512,000	860,000	0	113,834	0	0	113,834
144	Lowell	62,353,612	62,353,612	900,000	......	279,320	......	......	279,320
145	Lynn	40,730,378	40,730,378	657,000	0	158,246	0	99	158,345
146	Malden	17,213,450	17,213,450	377,622	0	97,711	0	0	97,711
147	Marlboro	6,284,638	10,055,524	160,194	97	44,373	......	133	44,603
148	Medford	9,932,225	14,898,339	200,000	90	47,580	0	0	47,670
149	Melrose	6,724,705	6,724,705	......	......	......	......	......	......
150	Natick	5,439,375	5,439,375	......	......	......	......	......	......
151	New Bedford	38,518,943	38,518,943	575,727	......	123,938	......	4,269	128,207
152	Newburyport	9,736,730	9,736,730	93,000	98	*b*23,200	......	850	24,148
153	Newton	32,000,000	32,000,000	616,600	0	128,076	2,781	0	130,857
154	North Adams	5,810,971	8,836,456	175,000	172	37,600	341	......	38,114
155	Northampton	9,500,000	9,500,000	154,000	132	49,800	972	466	51,370
156	Peabody	7,293,450	9,116,812	140,000	87	29,300	......	......	30,130
157	Pittsfield	11,429,939	11,429,939	216,550	......	51,000	......	......	51,000
158	Quincy	14,427,030	14,427,030	......	......	64,925	......	......	64,925
159	Salem	26,228,718	26,228,718	381,750	0	99,824	2,582	859	103,265
160	Somerville	32,557,500	32,557,500	507,737	0	211,919	0	112	212,031
161	Springfield	48,329,634	48,329,630	812,140	0	207,609	0	885	208,494
162	Taunton	18,078,550	18,078,550	325,000	0	79,000	0	711	79,711
163	Waltham	15,213,414	15,213,414	264,752	0	58,215	0	0	58,215
164	Weymouth	6,424,685	8,566,248	157,000	71	39,800	......	879	40,750
165	Woburn	9,000,000	9,000,000	200,000	160	39,250	......	59	39,469
166	Worcester	73,531,060	73,531,060	1,330,242	0	274,947	0	983	275,931
	MICHIGAN.								
167	Adrian	3,868,366	5,802,402	110,000	5,622	13,000	3,554	413	22,589
168	Alpena	3,853,775	5,780,664	75,000	4,824	30,000	0	204	35,028
169	Ann Arbor	6,419,020	6,419,020	205,000	4,286	29,000	6,419	8,761	98,466
170	Battle Creek	4,200,000	5,600,000	217,000	5,545	42,002	0	732	48,279
171	Bay City	10,235,005	10,235,005	206,000	13,143	56,001	......	3,035	72,179
172	Detroit	175,450,310	250,643,300	1,762,750	95,755	390,217	......	6,701	492,673
173	Flint	......	......	150,000	3,595	32,903	0	2,102	38,599
174	Grand Rapids	23,746,485	71,239,455	857,100	23,006	186,040	18,751	15,643	243,440
175	Iron Mountain	1,700,000	5,100,000	40,000	......	......	......	......	......
176	Ishpeming*	5,423,320	10,846,640	110,000	......	......	......	......	......
	Jackson:								
177	District No. 1	5,078,870	5,078,870	125,000	9,143	25,955	......	1,131	36,229
178	District No. 17	......	......	75,000	3,730	11,754	375	223	16,082
179	Kalamazoo	7,292,035	9,722,712	215,000	7,679	56,004	1,272	2,524	67,479
180	Lansing	......	......	115,000	4,997	64,353	......	6,527	75,877
181	Marquette	3,047,000	3,047,000	100,000	6,622	21,859	......	77	28,558
182	Menominee	2,475,907	4,126,512	57,000	1,411	22,168	......	182	23,761
183	Muskegon	......	......	375,000	11,224	84,128	212	*g*68,310	163,874
184	Port Huron	3,310,850	5,518,083	125,000	11,258	12,000	......	442	23,700
	Saginaw:								
185	East Saginaw	11,123,300	14,831,068	*235,949	14,113	85,134	443	1,785	101,475
186	West Saginaw*	......	......	205,704	7,745	42,393	......	1,132	51,270
187	West Bay City	3,810,000	6,620,000	150,000	5,730	29,136	2,674	8,564	46,104

*Statistics of 1889-90.

a Balances are not carried over, but lapse into the city treasury.

b Expenditures for sites, buildings, etc., are not controlled by the school committee and do not appear in their accounts.

c Deficit, $93.

d The receipts are for the year ending December 31, 1890, and the expenditures are for the year ending June 30, 1891.

public schools of cities of over 8,000 inhabitants—Continued.

Receipts from loans and bond sales.	Balance on hand from last school year (1889-90).	Total sum available for use during the year.	Expenditures for the school year 1890-91.					Paid on principal of loans and bonded debts.	Amount carried forward to next school year (1891-92).	
			Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total.			
10	11	12	13	14	15	16	17	18	19	
----------	(a)	$28,500	----------	$18,236	$9,030	$545	$27,811	----------	(a)	134
$26,000	$100	61,556	$27,620	22,550	10,685	450	61,305	$2,000	----------	135
----------	1,874	197,345	----------	128,675	58,653	8,824	196,152	----------	$1,193	136
0	0	92,377	23,965	46,506	19,624	2,282	92,377	0	0	137
----------	----------	----------	1,000	----------	----------	----------	31,675	----------	----------	138
----------	0	67,900	5,000	49,900	13,000	0	67,900	0	----------	139
----------	----------	----------	----------	*51,074	*12,913	*1,346	78,334	----------	----------	140
0	0	84,486	1,844	63,267	15,606	3,769	84,486	0	0	141
0	466	34,466	0	25,393	7,721	601	33,715	----------	751	142
0	0	113,834	24,118	70,891	17,257	1,568	113,834	----------	----------	143
----------	----------	279,320	48,981	144,966	65,474	19,899	279,320	----------	----------	144
0	0	158,345	7,404	108,703	38,720	3,518	158,345	0	0	145
0	0	97,711	----------	53,893	24,406	1,862	80,161	17,550	0	146
0	0	44,603	6,987	27,285	10,331	----------	44,603	----------	----------	147
----------	0	47,670	20,234	31,863	14,843	196	67,136	0	0	148
----------	----------	----------	25,528	----------	----------	----------	55,129	----------	----------	149
----------	----------	----------	3,500	----------	----------	----------	30,968	----------	----------	150
----------	----------	----------	34,877	80,527	25,274	9,389	150,067	0	----------	151
0	0	24,148	(b)	20,064	3,848	235	b 24,147	0	0	152
0	0	130,857	6,350	97,996	25,706	805	130,857	0	0	153
0	0	38,114	3,127	24,775	9,417	888	38,207	0	c 0	154
0	0	d 51,370	10,000	30,577	6,629	1,168	d 48,374	0	----------	155
----------	0	30,130	----------	23,000	8,876	----------	31,876	0	----------	156
----------	0	51,000	2,222	37,730	10,533	501	50,986	0	----------	157
----------	----------	64,925	----------	45,695	17,075	2,067	64,838	----------	----------	158
----------	0	103,265	9,934	69,891	21,364	2,076	103,265	----------	----------	159
0	0	212,031	64,154	102,278	43,462	2,137	212,031	0	0	160
0	0	208,494	65,984	105,293	33,749	3,468	208,294	0	0	161
0	0	79,711	0	58,311	19,800	1,531	78,642	0	e 69	162
0	0	58,215	2,970	45,295	9,441	1,625	59,331	0	0	163
----------	5,437	46,187	7,662	27,843	9,545	----------	45,050	----------	1,137	164
----------	916	40,385	----------	35,765	3,280	857	39,912	----------	473	165
0	0	275,931	86,757	204,168	62,505	6,592	360,022	0	0	166
0	1,857	24,446	508	14,925	6,693	0	22,126	0	2,320	167
----------	7,073	42,071	24,183	13,770	4,118	0	42,071	0	0	168
0	0	48,466	1,027	30,082	13,206	150	44,465	4,000	0	169
0	0	48,279	11,524	19,559	9,618	0	40,701	7,500	78	170
0	8,970	81,119	4,544	41,945	14,337	256	71,082	2,500	----------	171
15,000	42,487	550,160	88,203	336,291	136,735	10,919	572,148	0	f 0	172
----------	621	39,220	----------	17,838	12,352	----------	30,190	6,000	3,030	173
8,000	69,918	321,358	18,245	135,294	65,340	471	219,350	14,000	88,088	174
----------	----------	----------	----------	*7,933	*7,499	----------	*29,008	----------	----------	175
----------	----------	51,056	----------	----------	----------	----------	47,365	----------	3,690	176
----------	1,545	37,774	1,529	24,705	6,671	60	32,965	2,000	2,809	177
0	147	16,229	----------	10,192	5,585	0	15,777	0	452	178
5,927	15,560	88,966	17,900	27,369	12,776	----------	58,045	9,000	21,921	179
0	----------	75,877	15,407	22,753	14,478	0	52,638	0	23,239	180
2,990	1,530	33,078	4,703	15,535	12,840	----------	33,078	----------	0	181
6,000	6,184	35,945	5,993	15,445	6,049	0	27,487	3,000	5,458	182
5,000	0	168,874	h 61,456	50,272	27,380	237	139,345	3,000	26,529	183
0	10,934	34,634	2,500	18,275	8,086	0	28,861	0	5,773	184
3,000	4,500	108,975	29,358	59,705	15,424	----------	104,487	3,032	1,456	185
20,000	27,572	98,842	41,907	28,734	9,926	----------	80,567	----------	18,275	186
52,100	2,439	100,643	61,357	23,598	13,251	0	98,206	0	2,437	187

e Transferred to the sinking fund.
f $21,988 deficit.
g This amount includes $30,819 insurance money paid on loss of Central School building, and $37,000 donated by Charles H. Harkley on erection of Harkley Public Library.
h Includes $38,794 expended on library building, books, etc.

TABLE 5.—*Property, receipts, and expenditures of*

	City.	Total taxable property in the city.		Estimated actual value of all public property used for school purposes.	Receipts for the school year 1890-91.				
		Assessed value.	Cash value, based on the assessment.		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.
	1	2	3	4	5	6	7	8	9
	MINNESOTA.								
188	Duluth	......	......	$736,895	$13,131	$193,997	......	$39,481	$246,609
189	Mankato	$2,851,905	$2,851,905	*65,000	8,198	......	$21,120	568	29,887
190	Minneapolis	136,944,372	195,634,818	2,200,000	88,237	357,689	127,260	15,484	588,670
191	St. Paul	122,000,000	183,000,000	2,557,800	......	418,703	186,242	1,984	606,929
192	Stillwater	5,000,000	7,500,000	180,000	4,311	33,697	529	......	......
193	Winona	6,614,745	11,024,841	*300,000	18,891	39,574	0	55	58,520
	MISSISSIPPI.								
194	Meridian	4,500,000	4,500,000	60,000	......	......	......	......	......
195	Natchez	3,324,104	4,986,156	40,000	1,734	10,668	0	0	12,302
196	Vicksburg	5,000,000	5,000,000	33,600	3,100	18,132	2,040	......	23,272
	MISSOURI.								
197	Hannibal	3,100,000	5,166,666	77,900	*b* 6,281	24,929	(*b*)	676	31,887
198	Joplin	971,069	2,913,207	75,000	5,963	(17,049)		0	23,012
199	Kansas City	55,000,000	137,500,000	1,545,335	62,102	0	296,800	4,819	363,721
200	Moberly	1,345,645	1,345,645	60,000	5,069	12,593	1,619	301	19,532
201	St. Joseph	20,000,000	60,000,000	400,000	26,979	(96,313)		12,989	136,281
202	St. Louis	245,932,200	245,932,200	3,287,411	109,038	944,170	18,101	141,588	1,212,897
203	Sedalia	2,663,100	......	135,000	4,552	32,200	......	8,961	45,713
204	Springfield	......	......	175,000	10,539	36,604	2,093	608	49,844
	MONTANA.								
205	Butte City	16,418,958	16,418,958	325,000	......	......	45,101	15,257	60,358
206	Helena	25,000,000	25,000,000	500,000	......	......	40,377	500	40,877
	NEBRASKA.								
207	Beatrice	1,400,000	7,000,000	110,000	2,422	16,705	0	11,583	30,710
208	Hastings	800,000	4,000,000	85,000	2,935	18,316	......	79	21,330
209	Kearney	1,406,701	7,033,505	200,000	1,684	4,000	19,864	......	25,548
210	Lincoln	5,000,000	......	391,000	12,680	96,896	1,378	......	110,954
211	Nebraska City*	......	......	......	3,594	3,118	11,791	109	18,612
212	Omaha	21,000,000	105,000,000	1,153,250	32,033	93,630	*d*280,851	1,120	407,634
213	Plattsmouth	......	......	40,000	2,868	6,474	6,085	55	15,482
214	South Omaha	......	......	150,000	1,589	1,186	0	38,793	41,568
	NEVADA.								
215	Virginia City	......	......	71,650	32,671	......	8,633	......	41,324
	NEW HAMPSHIRE.								
216	Concord	......	......	......	......	......	......	......	......
217	Dover	8,887,977	8,887,977	175,000	1,726	46,238	......	335	48,300
218	Manchester	24,872,492	......	420,800	5,288	93,108	......	459	98,855
219	Nashua	......	......	457,827	......	25,500	19,950	3,389	48,839
220	Portsmouth	......	......	85,000	1,344	27,500	......	902	29,746
	NEW JERSEY.								
221	Atlantic City*	5,000,000	15,000,000	100,000	11,504	22,333	......	7,200	41,037
222	Bayonne	10,057,411	10,057,411	185,000	18,679	27,500	63	......	46,242
223	Bridgeton*	......	......	40,000	......	......	......	......	......
224	Camden	17,000,000	22,666,668	700,000	17,000	138,104	0	......	155,104
225	Elizabeth	14,761,300	14,761,300	218,000	50,221	20,350	0	0	70,571
226	Harrison	2,500,000	3,750,000	15,000	......	......	......	......	10,180
227	Hoboken	21,026,190	30,037,414	300,000	65,460	147,222	......	2,000	214,682
228	Jersey City	78,957,415	78,957,415	665,930	262,367	26,083	......	57,812	346,262

* Statistics of 1889-90.

a The accounts of the evening schools are not kept separate.

b Receipts from the State apportionment and from county taxes are reported together.

c Overdraft, $10,151.

public schools of cities of over 8,000 inhabitants—Continued.

Receipts from loans and bond sales.	Balance on hand from last school year (1889-90).	Total sum available for use during the year.	Expenditures for the school year 1890-91.					Paid on principal of loans and bonded debts.	Amount carried forward to next school year (1891-92).	
			Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total.			
10	11	12	13	14	15	16	17	18	19	
$50,000	$121,032	$417,641	$222,176	$52,410	$68,522	--------	$343,108	--------	$74,533	188
30,369	298	60,554	11,426	13,330	8,570	0	33,326	0	27,228	189
299,000	60,720	948,390	116,254	*a* 383,051	*a* 109,883	(*a*)	609,188	$299,500	39,702	190
774,139	10,685	1,391,753	173,518	388,185	56,435	--------	618,138	711,279	62,336	191
--------	7,508	53,373	--------	23,889	16,954	--------	40,843	4,500	8,030	192
0	39,290	97,810	0	32,595	17,006	$520	50,121	--------	42,689	193
--------	--------	13,500	--------	12,000	--------	--------	13,500	--------	--------	194
0	0	12,302	0	10,935	1,367	0	12,302	0	0	195
0	1,234	24,506	2,089	12,448	4,080	--------	18,617	4,000	1,889	196
0	2,923	34,810	1,113	18,641	7,788	0	27,542	3,000	--------	197
0	28,239	51,251	25,612	14,601	6,626	0	46,839	0	4,412	198
0	206,898	570,619	190,088	222,898	53,119	0	466,105	32,320	72,194	199
0	5,370	24,902	1,435	9,962	3,830	0	15,227	3,000	6,675	200
2,612	0	138,893	--------	73,622	75,422	0	149,044	--------	*c* 0	201
0	122,058	1,334,955	218,000	713,653	310,831	16,688	1,259,172	0	75,783	202
1,928	--------	47,651	5,341	25,044	11,133	--------	41,518	6,000	133	203
--------	18,034	67,878	10,476	26,419	5,317	--------	42,212	4,478	--------	204
48,716	16,628	125,702	38,591	33,871	12,500	0	84,962	--------	10,040	205
--------	--------	65,000	--------	37,000	13,000	--------	75,000	12,000	0	206
0	11,457	42,167	3,617	21,355	8,195	0	33,167	0	9,000	207
0	14,595	35,925	1,985	13,220	6,325	0	21,530	0	--------	208
0	6,000	31,548	--------	17,500	6,402	--------	23,902	--------	7,646	209
0	36,386	147,350	26,411	60,051	25,693	0	112,155	0	35,185	210
21,529	9,226	49,367	21,470	13,930	4,770	0	40,170	0	9,197	211
--------	42,623	450,257	12,123	218,791	125,620	--------	356,534	43	93,680	212
0	1,473	16,955	--------	11,878	3,265	--------	15,143	0	1,812	213
0	24,723	66,291	13,236	14,814	7,205	0	35,255	0	31,036	214
0	331	41,655	--------	28,793	12,862	0	41,655	0	0	215
--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	216
0	379	48,679	19,768	20,925	6,887	204	47,784	0	895	217
--------	0	98,855	27,027	52,429	17,782	1,617	98,855	--------	--------	218
0	4	48,843	4,158	26,489	18,394	2,802	51,843	--------	--------	219
(*e*)	--------	--------	30,145	20,365	9,667	150	60,327	--------	--------	220
--------	634	41,671	0	18,572	12,593	--------	31,165	5,333	5,163	221
--------	1,024	47,266	2,800	34,439	9,086	--------	46,325	--------	941	222
--------	--------	17,703	332	13,550	3,030	--------	16,912	--------	--------	223
--------	--------	155,704	42,500	(111,900)		704	155,104	--------	--------	224
0	12,406	82 977	1,730	51,676	20,410	0	73,816	0	9,161	225
--------	--------	10,180	--------	(10,180)		--------	10,180	--------	--------	226
--------	--------	--------	100,000	89,385	23,837	1,460	214,682	--------	--------	227
--------	50,000	396,262	18,278	231,828	33,046	--------	283,152	14,000	99,110	228

d Fines and licenses.

e The sale of bonds is not controlled by the Board of Education and the accounts respecting them are not accessible.

TABLE 5.—*Property, receipts, and expenditures of*

	City.	Total taxable property in the city.		Estimated actual value of all public property used for school purposes.	Receipts for the school year 1890-91.				
		Assessed value.	Cash value, based on the assessment.		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.
	1	2	3	4	5	6	7	8	9
	NEW JERSEY.								
229	Millville *	$2,900,000	......	$48,000	$2,477	$11,927	$7,971	$9	$22,384
230	Morristown	7,507,920	$7,507,920	70,000	10,541	10,750	......	855	22,146
231	New Brunswick	10,050,000	10,050,000	100,000	19,005	26,573	......	648	46,226
232	Newark	117,428,685	146,785,855	1,370,375	324,972	145,700	......	263	470,935
233	Orange	6,732,000	13,464,000	165,000	34,790	8,000	......	830	43,620
234	Passaic	3,404,025	8,510,062	106,000	......	40,033	......	......	40,033
235	Paterson	28,824,280	43,236,420	450,000	(168,718)		......	......	168,718
236	Perth Amboy *	......	......	45,000	......	......	......	......	......
237	Phillipsburg	2,774,083	2,774,083	61,000	14,872	5,935	......	20,114	40,921
238	Plainfield	6,333,000	11,514,545	180,000	14,638	31,732	......	1,486	47,856
239	Trenton	27,000,000	40,500,000	373,000	87,719	32,022	0	0	119,742
240	Union*	......	......	60,000	11,931	11,000	......	......	22,931
	NEW YORK.								
241	Albany	69,662,671	69,662,571	930,000	49,480	180,660	......	6,815	236,955
	Amsterdam:								
242	District No. 8	3,777,440	7,554,880	25,000	2,932	6,324	......	303	9,559
243	District No. 11*	......	......	......	......	......	......	......	......
244	Auburn	10,846,732	16,270,098	280,000	16,575	62,483	......	1,065	80,123
245	Binghamton	18,314,518	18,314,518	323,200	20,767	86,645	0	1,454	108,866
246	Brooklyn	452,758,601	646,798,001	6,207,304	378,722	1,900,329	......	26,280	2,305,331
247	Buffalo	......	......	1,418,351	125,797	289,226	......	4,678	419,701
248	Cohoes	*11,000,000	*11,000,000	111,000	12,230	31,942	......	1,624	45,797
249	Cortland	1,931,715	7,726,860	25,000	3,770	6,525	......	......	10,295
250	Dunkirk	......	......	118,000	7,220	18,805	0	0	26,025
251	Edgewater*	505,880	2,023,520	19,701	1,265	......	6,401	1,669	9,335
252	Elmira	14,864,487	22,296,732	378,000	17,853	50,475	......	999	69,327
253	Flushing	2,349,535	7,048,605	100,000	4,384	17,622	......	3,848	25,854
254	Glens Falls	4,016,110	4,016,110	70,000	4,540	11.550	......	940	17,030
255	Gloversville	......	......	77,000	7,470	23,277	......	1,414	32,162
256	Hornellsville	4,433,359	4,433,359	77,500	8,485	19,038	......	495	28,018
257	Hudson	5,384,121	5,982.359	52,000	5,359	7,000	0	909	13,268
258	Ithaca	2,925,873	8,359,637	145,000	9,155	20,160	0	3,151	32,466
259	Jamestown	4,222,742	12,668,226	195,800	12,878	31,853	0	988	45,719
260	Kingston school district	6,215,000	6,215,000	188,000	7,095	22,986	......	2,275	32,356
261	Lansingburg	6,025,000	6,025,000	78,000	7,632	21,940	0	206	29,778
262	Little Falls	1,295,000	......	86,500	4,833	8,427	......	6,881	20,141
263	Lockport	6,449,508	6,449,508	265,000	10,294	24,000	200	9,758	44,252
264	Long Island City	10,056,587	30,169,761	225,000	16,746	57,022	......	......	73,768
265	Middletown	2,721,975	2,721 975	84,440	5,624	14,122	0	2,245	21,991
266	Mount Vernon	3,250,000	13,000,000	*141,000	8,415	47,895	......	1,022	57,332
267	New Rochelle	2,828,825	11,315,300	99,500	4,362	31,976	......	234	*d*36,392
268	New York	1,785,857,338	2,551,224,768	17,307,592	698,030	4,491,337	0	0	5,189,367
269	Newburg	9,328,170	31,093,900	275,000	13,740	59,098	......	1,651	74,489
270	Ogdensburg	......	......	96,888	6,205	16,500	......	3,106	25,811
271	Oswego	9,290,400	9,290,400	182,000	13,071	30,000	0	815	43,886
	Peekskill:								
272	Drum Hill district	1,031,138	1,374,852	17,500	2,199	4,713	2,554	138	9,604
273	Oakside district	1,303,085	2,171,808	45,000	2,437	......	8,297	139	10,873
274	Port Jervis	1,500,000	4,500,000	85,000	8,193	19,716	......	1,027	28,936
275	Poughkeepsie	12,436,170	17,765,957	180,488	12,918	34,050	1,679	0	48,647
276	Rochester	93,991,700	117,489,625	1,003,993	86,291	385,000	0	8,321	479,612
277	Rome	5,000,000	5,000,000	100,000	7,926	17,383	0	1,519	26,828
278	Saratoga Spr'gs.	4,169,160	12,507,480	135,000	8,474	48,000	0	1,243	57,717
279	Schenectady	......	......	145,000	9,776	22,000	......	2,000	33,776
280	Sing Sing	1,934,454	5,803,362	72,900	4,834	20,040	......	988	25,862
281	Syracuse	......	......	785,000	48,424	225,098	......	6,956	280,478

*Statistics of 1889–90.

a Overdraft of previous year.

b The items reported amount to $110,546.

c Permanent investments and current expenses are reported together.

d The items reported amount to $36,572.

public schools of cities of over 8,000 inhabitants—Continued.

Receipts from loans and bond sales.	Balance on hand from last school year (1889-90).	Total sum available for use during the year.	Expenditures for the school year 1890-91.					Paid on principal of loans and bonded debts.	Amount carried forward to next school year (1891-92).	
			Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total.			
10	11	12	13	14	15	16	17	18	19	
0	$967	$23,351	$1,074	$16,805	$3,125	$750	$21,754	0	$1,597	229
0	8,704	30,850	0	13,290	3,939	--------	17,229	$2,000	11,621	230
--------	533	46,759	--------	27,015	11,393	310	38,718	5,000	3,041	231
--------	18,608	489,543	33,380	323,439	97,681	16,063	470,563	0	18,980	232
--------	165	43,785	229	28,827	10,734	--------	39,790	--------	3,995	233
--------	0	40,033	2,519	20,408	7,558	1,048	31,533	8,500	--------	234
0	4,520	173,238	2,500	113,432	28,069	3,835	147,836	--------	25,402	235
--------	--------	--------	4,640	7,519	2,997	--------	15,156	--------	--------	236
--------	6,085	47,006	19,240	13,903	4,473	--------	37,616	--------	9,390	237
0	8,239	56,095	287	25,851	13,475	--------	39,613	4,000	12,482	238
$6,000	58,409	184,151	6,000	80,432	35,358	2,947	124,737	--------	59,414	239
--------	--------	22,931	--------	17,142	5,153	--------	22,295	--------	--------	240
0	90,115	327,070	23,510	175,405	31,829	0	230,744	0	96,326	241
4,500	642	14,701	4,776	6,800	1,529	--------	13,105	--------	1,596	242
--------	--------	--------	--------	--------	--------	--------	12,504	--------	--------	243
--------	2,143	82,266	11,697	48,326	12,301	881	73,205	4,000	5,061	244
0	0	108,866	30,565	55,161	13,458	0	99,184	*a*616	9,066	245
124,960	1,426,204	3,856,495	533,769	1,451,760	493,357	47,584	2,526,470	--------	1,330,025	246
310,972	214,202	944,875	136,967	499,131	69,230	16,067	721,395	5,660	--------	247
--------	15,974	61,772	6,275	37,782	9,740	--------	53,798	--------	7,974	248
0	2,366	12,661	0	7,376	2,596	0	9,972	0	2,689	249
0	5,089	31,114	2,172	19,205	6,773	0	28,150	0	2,964	250
--------	1,388	10,723	1,527	4,950	2,029	--------	8,506	1,000	1,217	251
--------	9,906	79,233	12,822	52,587	10,693	0	76,102	0	3,131	252
13,515	0	39,369	13,516	13,792	7,381	--------	34,689	4,680	0	253
27,553	--------	44,583	22,422	10,905	3,048	--------	36,375	3,302	4,905	254
--------	2,224	34,387	8,031	16,900	5,889	--------	30,821	--------	3,566	255
--------	6,478	34,496	2,460	19,048	3,764	--------	25,272	1,500	7,724	256
0	7,163	20,431	282	12,067	1,233	0	13,582	0	6,849	257
0	3,135	35,601	1,082	20,356	6,995	0	28,433	5,000	2,168	258
0	0	45,719	5,662	30,709	8,193	0	42,564	0	3,155	259
--------	0	32,356	1,143	21,658	6,259	0	29,050	3,306	0	260
0	3,478	33,256	--------	19,179	7,199	0	26,378	3,000	3,878	261
2,500	307	22,948	--------	13,260	9,316	--------	22,576	--------	372	262
62,378	32,010	138,640	73,819	27,685	9,042	0	*b*108,946	0	29,693	263
112,299	25,660	211,727	*c*101,720	66,244	(*c*)	2,542	170,506	15,049	26,173	264
0	23,389	45,380	2,838	16,732	4,469	0	24,039	0	21,341	265
--------	30,120	87,452	18,500	33,658	3,500	0	55,658	0	31,794	266
--------	7,120	43,512	1,636	17,023	5,158	--------	23,817	7,059	12,636	267
0	0	5,189,367	927,579	3,236,029	*e*1,025,759	(*e*)	5,189,367	0	0	268
0	35	74,524	19,611	41,000	14,812	0	75,423	0	*f*0	269
--------	14,244	40,045	3,008	17,314	6,248	--------	26,572	--------	13,484	270
0	1,510	45,396	3,699	32,872	7,147	0	43,718	0	1,678	271
--------	568	10,172	1,021	5,623	3,191	--------	9,835	511	(*g*)	272
--------	253	11,126	365	5,779	1,831	--------	7,975	2,500	651	273
--------	1,846	30,782	8,193	17,844	4,563	--------	*h*24,520	3,000	3,262	274
0	22,993	71,640	3,500	33,845	13,081	0	50,426	0	21,214	275
0	6,422	486,034	135,144	229,430	90,023	3,020	457,617	0	28,417	276
0	221	27,049	2,870	19,945	4,234	--------	27,049	--------	0	277
0	41,466	91,183	33,926	28,073	8,079	0	70,078	0	29,105	278
37,428	--------	71,201	40,367	22,762	8,072	0	71,201	0	0	279
6,000	5,987	37,849	1,998	13,330	5,907	--------	21,235	11,000	5,614	280
0	112,798	293,276	31,022	160,560	45,781	1,990	239,353	--------	153,923	281

[e] The accounts of the evening schools are not kept separate.

[f] Deficit $101.

[g] Deficit $175.

[h] The items reported amount to $30,600.

TABLE 5.—*Property, receipts, and expenditures of*

	City.	Total taxable property in the city.		Estimated actual value of all public property used for school purposes.	Receipts for the school year 1890-'91.				
		Assessed value.	Cash value, based on the assessment.		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.
	1	2	3	4	5	6	7	8	9
	NEW YORK—continued.								
282	Troy	$37, 253, 183	$37, 253, 183	$465, 950	$31, 253	$94, 300	0	$2, 485	$128, 038
283	Utica	18, 791, 658	18, 791, 658	558, 298	25, 876	79, 000	......	2, 781	107, 657
284	Watertown	*6, 300, 000	*6, 300, 000	137, 000	11, 034	35, 104	......	3, 180	49, 319
285	West Troy	3, 736, 869	3, 736, 869	43, 000	......	......	......	......	......
286	Yonkers	24, 127, 000	24, 127, 000	345, 322	14, 335	86, 049	0	10, 129	110, 513
	NORTH CAROLINA.								
287	Asheville	8, 500, 000	12, 750, 000	40, 000	3, 500	8, 500	0	500	12, 500
288	Charlotte*	......	......	25, 000	2, 500	4, 500	$7, 000	......	14, 000
289	Winston*	......	......	......	......	......	......	......	......
	OHIO.								
290	Akron	11, 617, 000	19, 361, 667	575, 000	14, 836	107, 020	0	695	122, 551
291	Ashtabula*	......	......	60, 000	......	......	......	......	......
292	Bellaire	......	......	56, 000	......	......	......	......	......
293	Canton	......	......	......	13, 430	90, 174	......	610	......
294	Chillicothe	5, 220, 840	7, 831, 260	114, 850	5, 841	35, 875	......	608	42, 324
295	Cincinnati	179, 000, 000	......	3, 000, 000	136, 271	507, 375	0	43, 939	687, 585
296	Cleveland	115, 000, 000	460, 000, 000	3, 600, 000	122, 129	......	709, 706	2, 313	834, 238
297	Columbus	43, 797, 140	87, 594, 280	1, 613, 700	42, 987	261, 364	0	6, 694	311, 045
298	Dayton	......	......	*650, 000	28, 552	210, 302	......	3, 558	242, 412
299	Delaware	3, 945, 214	5, 260, 285	130, 500	3, 696	22, 819	......	321	26, 836
300	East Liverpool*	2, 124, 430	2, 124, 430	82, 000	5, 665	15, 961	......	1, 701	23, 327
301	Findlay*	4, 120, 000	12, 360, 000	226, 900	6, 108	49, 506	......	1, 130	56, 744
302	Hamilton	7, 200, 000	10, 800, 000	140, 000	9, 086	40, 859	0	78	50, 023
303	Ironton	3, 000, 000	3, 000, 000	110, 000	5, 767	0	26, 491	647	32, 905
304	Lima	3, 400, 000	6, 800, 000	180, 000	6, 895	32, 314	......	339	39, 598
305	Mansfield	......	......	180, 000	6, 261	39, 219	0	348	45, 828
306	Marietta	3, 212, 299	3, 212, 299	*40, 000	4, 510	17, 115	......	5, 419	27, 044
307	Marion*	......	......	97, 000	......	......	......	......	......
308	Massillon*	......	......	140, 000	......	......	......	......	......
309	Newark	6, 042, 100	9, 063, 150	*141, 800	7, 538	43, 427	......	603	......
310	Piqua	3, 762, 000	5, 643, 000	157, 000	5, 050	24, 341	0	479	29, 870
311	Portsmouth c	......	......	180, 000	6, 397	26, 319	91	1, 817	34, 624
312	Sandusky a	......	......	......	10, 013	41, 772	15, 577	......	67, 362
313	Springfield	d 16, 500, 000	33, 000, 000	250, 000	14, 667	92, 680	307	6, 414	114, 068
314	Steubenville	5, 493, 810	5, 493, 810	160, 000	7, 409	22, 143	60	414	30, 026
315	Tiffin	......	......	135, 000	5, 321	24, 132	64	40	29, 557
316	Toledo	42, 000, 000	......	855, 000	45, 501	187, 606	0	1, 243	234, 350
317	Youngstown	6, 500, 000	18, 571, 428	475, 000	14, 191	61, 388	......	918	76, 497
318	Zanesville*	......	......	250, 000	9, 546	49, 302	......	1, 784	60, 633
	OREGON.								
319	East Portland	......	......	143, 750	3, 230	13, 482	13, 803	12, 453	42, 968
320	Portland	24, 230, 000	......	459, 000	21, 843	95, 551	73, 410	2, 859	193, 663
	PENNSYLVANIA.								
321	Allegheny	*59, 875, 435	*59, 875, 435	1, 290, 306	34, 128	296, 957	......	......	......
322	Allentown	14, 689, 605	14, 689, 605	*488, 000	10, 486	80, 065	......	90	90, 640
323	Altoona	12, 600, 000	16, 800, 000	390, 000	10, 227	69, 945	0	354	80, 526
324	Beaver Falls	......	......	79, 000	3, 141	20, 983	......	......	24, 124
325	Braddock	......	......	......	2, 556	13, 722	......	......	16, 278
326	Bradford	2, 240, 348	2, 240, 348	800, 000	2, 954	30, 419	0	23, 435	56, 808
327	Butler	1, 700, 000	5, 100, 000	75, 000	2, 881	21, 100	0	187	24, 168
328	Carbondale	1, 232, 688	3, 698, 064	81, 500	3, 989	18, 608	0	135	22, 732
329	Chester	9, 322, 445	13, 983, 669	170, 000	7, 391	42, 208	0	874	50, 473

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* Statistics of 1889-90.

a The items reported amount to $142,259.

b Amount paid on bonds is reported with current expenses.

c Overdraft $21,754.

d Estimated.

e The items reported amount to $51,333.

public schools of cities of over 8,000 inhabitants—Continued.

Receipts from loans and bond sales.	Balance on hand from last school year (1889-90).	Total sum available for use during the year.	Expenditures for the school year 1890-91.					Paid on principal of loans and bonded debts.	Amount carried forward to next school year (1891-92).	
			Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total.			
10	11	12	13	14	15	16	17	18	19	
0	$63,667	$191,705	$7,767	$104,470	$15,054	0	$127,291	0	$64,414	282
....	7,332	114,989	11,272	76,326	22,673	0	110,271	0	4,718	283
....	0	49,319	7,522	34,615	7,181	....	49,319	....	0	284
....	....	....	....	....	....	....	....	....	....	285
$218	20,732	131,463	10,453	52,582	51,399	$2,859	117,293	$5,000	9,170	286
5,000	0	17,500	500	10,500	1,500	0	12,500	5,000	0	287
0	0	14,000	0	12,000	2,000	0	14,000	....	0	288
....	....	....	....	....	....	....	....	....	....	289
0	45,595	168,146	39,923	54,013	27,429	0	121,365	10,000	36,781	290
....	....	33,871	....	9,050	....	....	21,861	....	....	291
....	4,692	33,970	....	14,018	5,820	....	23,218	4,032	6,720	292
....	38,045	a128,350	....	48,355	b55,396	....	*82,557	(b)	24,598	293
....	18,200	....	....	26,510	11,951	468	39,514	....	....	294
0	81,721	769,306	25,680	639,629	56,430	0	721,739	0	47,567	295
200,624	....	1,034,862	277,125	511,063	256,628	11,800	1,056,616	0	f0	296
180,450	22,101	513,596	114,227	187,852	62,598	3,116	367,793	95,000	50,803	297
....	42,599	....	103,994	144,146	d55,000	....	d303,140	....	73,553	298
0	530	27,366	....	16,573	6,379	0	22,952	0	4,414	299
....	4,163	27,490	4,172	12,234	8,148	0	24,554	....	2,936	300
52,709	9,846	119,389	35,332	24,802	19,519	....	79,938	20,285	19,451	301
20,101	24,861	94,985	16,127	33,325	14,620	0	64,072	0	50,913	302
0	....	32,905	....	19,467	10,178	0	29,645	0	0	303
0	35,661	75,259	17,663	22,927	10,743	0	e53,133	2,575	19,551	304
30,040	23,041	98,909	19,767	24,460	10,618	0	54,854	0	44,055	305
13,000	6,393	46,437	9,211	16,139	4,373	175	29,898	0	16,539	306
....	....	35,791	....	9,960	....	....	22,792	....	....	307
....	....	38,318	....	17,262	....	....	32,823	....	....	308
....	25,289	78,803	14,234	27,697	23,031	0	65,162	0	13,731	309
0	13,014	42,884	18,476	17,033	9,802	0	45,311	4,000	f0	310
....	8,397	43,021	....	21,362	6,584	....	27,946	6,000	9,07[illegible]	311
10,463	18,149	95,974	5,269	32,137	43,089	....	80,495	....	15,47[illegible]	312
....	33,597	147,665	6,532	68,749	21,985	615	97,881	31,954	17,8[illegible]	313
0	31,654	61,680	....	g28,870	g9,390	(g)	38,260	0	23,420	314
0	16,067	45,624	8,335	15,074	6,463	0	29,872	0	15,752	315
58,416	48,139	341,005	40,123	121,722	26,329	0	188,174	9[illegible]	56,99[illegible]	316
....	41,331	117,828	25,879	44,948	25,380	....	96,207	[illegible]	21,62[illegible]	317
....	23,541	84,173	....	41,184	....	....	52,03[illegible]	....	....	318
0	810	43,778	3,157	13,128	4,156	0	20,441	2,063	21,274	319
....	27,871	221,534	60,289	83,303	22,891	....	175,483	10,000	36,051	320
....	....	379,818	37,976	176,253	125,671	....	339,900	....	....	321
874	4,730	96,244	19,209	37,373	34,627	104	91,313	0	4,931	322
70,000	28,486	179,012	66,332	44,809	27,057	....	138,198	4,900	35,914	323
....	....	24,124	2,332	12,929	7,877	....	23,138	....	....	324
....	....	16,278	2,884	9,755	8,544	....	16,183	....	....	325
....	....	56,808	28,230	18,266	9,669	....	56,165	438	160	326
0	2,618	26,786	11,994	12,658	5,649	0	30,301	0	h0	327
2,500	52	25,284	3,665	14,173	i3,313	0	21,151	i6,728	h0	328
7,000	....	57,473	17,175	g29,335	g9,939	(g)	56,449	1,200	h0	329

f Overdraft $6,427.
g The accounts of the evening schools are not kept separate.
h Deficit.
i Interest on loans and debts is reported with the principal.

TABLE 5.—*Property, receipts, and expenditures of*

	City.	Total taxable property in the city.		Estimated actual value of all public property used for school purposes.	Receipts for the school year 1890-91.				
		Assessed value.	Cash value, based on the assessment.		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.
	1	2	3	4	5	6	7	8	9
	PENNSYLVANIA—continued.								
330	Columbia	$2,500,000	......	$45,300	$3,886	$15,960	0	$43	$19,889
331	Dunmore	1,002,000	$3,006,000	65,000	2,906	18,214	$305	15	21,440
332	Easton	9,132,870	9,132,870	270,000	5,937	50,527	939	2	57,405
333	Erie	14,809,242	29,618,484	548,000	11,711	109,748	408	7,677	129,544
334	Harrisburg	20,821,000	20,821,000	408,998	13,509	84,970	......	7,278	*b*100,814
335	Hazelton	1,026,807	4,107,228	100,000	3,929	21,898	0	0	25,827
336	Johnstown	2,475,694	2,475,694	150,000	8,110	49,189	......	509	......
337	Lancaster	13,000,000	13,000,000	276,900	12,710	48,579	3,625	1,053	65,965
338	Lebanon	7,000,000	7,000,000	190,000	4,620	24,558	......	1,313	30,491
339	McKeesport	......	......	191,000	7,197	44,646	......	2,074	53,917
340	Mahanoy City	......	......	61,000	5,240	19,095	......	......	24,335
341	Meadville	2,028,988	4,057,976	175,000	4,188	32,459	......	1,233	37,880
342	Mount Carmel	......	......	......	2,780	9,765	......	......	12,545
343	Manticoke	......	......	67,000	3,701	18,734	......	......	22,435
344	New Castle	4,600,000	9,200,000	110,000	4,101	26,080	......	1,288	31,469
345	Norristown	7,967,440	7,967,440	180,000	7,174	34,652	......	1,329	43,155
346	Oil City	1,843,000	7,372,000	100,000	3,981	31,139	......	781	35,901
347	Philadelphia	688,713,518	765,237,242	8,150,223	......	2,962,795	......	......	2,962,795
348	Phœnixville	3,500,000	4,666,668	65,000	3,095	18,059	......	13,243	34,397
349	Pittsburg	250,000,000	250,000,000	3,276,000	77,243	595,914	......	8,421	681,578
350	Pittston	760,000	......	*80,000	3,484	......	......	......	......
351	Plymouth	650,000	6,500,000	50,000	3,934	10,860	......	......	14,794
352	Pottstown	4,870,691	9,741,382	115,163	4,868	29,224	......	118	34,210
353	Pottsville	4,250,000	6,375,000	220,000	5,789	30,245	......	1,148	37,182
354	Reading	......	......	414,800	20,544	120,000	......	......	......
355	Scranton	18,500,000	37,000,000	500,000	24,272	171,923	......	4,000	200,195
356	Shamokin	......	......	140,000	5,538	......	......	......	......
357	Shenandoah	1,846,930	......	92,500	5,207	26,651	......	771	32,629
358	SouthBethlehem	......	......	89,100	2,592	......	......	......	......
359	Steelton	3,452,495	3,452,495	112,500	3,405	18,649	19	3,317	25,390
360	Titusville	1,400,000	1,400,000	65,775	3,235	24,729	351	......	28,315
361	West Chester	5,930,515	5,930,515	100,000	3,000	24,789	......	......	27,789
362	Wilkes Barre	6,675,000	......	310,000	12,033	82,576	870	7,207	102,687
363	Williamsport	......	......	266,500	10,587	71,265	7	930	82,789
364	York	9,911,563	14,041,381	181,247	8,559	29,988	......	3,803	42,350
	RHODE ISLAND.								
365	Central Falls*	......	......	100,000	......	8,354	15,230	3,588	27,172
366	Newport	......	......	197,694	6,181	45,772	......	6,218	58,171
367	Pawtucket	......	......	375,000	8,700	80,000	3,276	792	92,768
368	Providence	140,617,060	140,617,060	1,214,810	27,973	445,441	20,532	3,287	497,233
369	Woonsocket*	12,000,000	16,000,000	200,000	7,708	30,700	1,290	413	40,111
	SOUTH CAROLINA.								
370	Charleston	21,000,000	21,000,000	150,000	......	31,639	34,448	1,500	67,587
371	Columbia	3,600,000	7,200,000	35,000	0	8,800	3,900	1,104	13,804
372	Greenville	2,885,470	5,770,940	35,000	1,485	5,444	427	......	7,656
	SOUTH DAKOTA.								
373	Sioux Falls	5,752,161	......	172,000	0	36,600	7,143	0	43,743
	TENNESSEE.								
374	Chattanooga	16,500,000	33,000,000	210,000	*g*27,708	64,147	(*g*)	309	92,164
375	Jackson	......	......	18,400	......	7,282	5,500	109	12,891
376	Knoxville	12,567,893	31,419,758	107,800	32,362	8,603	870	......	41,836
377	Memphis	41,624,483	41,624,483	375,000	(46,441)		48,968	11,047	106,456
378	Nashville	37,918,950	56,878,425	320,600	......	......	......	......	0

* Statistics of 1889-90.

a The accounts of the evening schools are not kept separate.

b The items reported amount to $105,757.

c The sum of the items reported is $113,676.

d The sum of the items reported is $105,677.

public schools of cities of over 8,000 inhabitants—Continued.

Receipts from loans and bond sales.	Balance on hand from last school year (1889–90).	Total sum available for use during the year.	Expenditures for the school year 1890-91.					Paid on principal of loans and bonded debts.	Amount carried forward to next school year (1891–92).	
			Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total.			
10	11	12	13	14	15	16	17	18	19	
$4,400	$347	$24,636	---------	$12,492	$3,698	---------	$16,190	$8,417	$29	330
16,098	9,365	46,903	$27,059	*a*9,279	*a*4,030	(*a*)	40,368	0	6,535	331
0	888	58,293	658	29,226	19,083	$990	49,957	5,000	3,336	332
54,224	4,694	183,768	71,710	63,037	21,866	700	157,313	0	26,455	333
6,431	1,488	*c*107,245	10,103	71,717	23,857	0	*d*95,574	11,000	671	334
4,923	782	31,532	9,080	16,771	5,412	---------	31,263	0	269	335
---------	1,765	59,574	2,804	24,299	14,191	0	41,294	---------	18,280	336
---------	895	66,862	5,025	*a*38,280	*a*18,811	(*a*)	62,116	---------	4,746	337
6,000	26,015	62,506	32,436	14,060	9,252	0	55,748	2,300	4,458	338
78,000	38,653	170,570	63,773	28,097	16,321	---------	108,191	43,200	19,179	339
---------	---------	---------	275	11,232	4,956	---------	16,463	---------	---------	340
4,000	492	42,372	2,054	24,189	10,505	---------	36,748	5,500	124	341
---------	---------	12,545	4,187	7,315	3,870	---------	12,372	---------	---------	342
---------	---------	22,435	2,118	12,164	6,531	---------	20,813	---------	---------	343
12,000	92	43,561	13,150	19,155	6,195	1,465	39,965	0	3,596	344
3,454	3,051	49,660	0	29,371	12,793	0	42,166	7,000	494	345
25,000	470	61,371	25,000	18,238	12,000	0	55,238	6,854	*e*0	346
0	148,181	3,110,976	402,202	1,568,124	733,876	38,192	2,742,394	0	*f*328,213	347
3,000	1,517	38,914	15,965	8,794	10,536	---------	35,295	---------	3,619	348
109,628	169,306	960,512	166,660	380,942	173,682	3,436	724,720	64,777	---------	349
---------	---------	23,048	2,117	10,955	9,166	---------	22,238	---------	---------	350
---------	1,499	16,293	2,233	9,532	2,787	160	14,712	1,000	581	351
1,012	7,771	42,994	11,512	17,991	9,667	0	39,170	0	3,824	352
0	1,455	38,637	1,652	26,828	6,621	0	35,101	3,500	36	353
---------	---------	161,406	29,661	75,395	45,782	---------	150,838	---------	---------	354
---------	53,498	253,693	69,500	109,587	40,280	4,046	223,413	5,000	25,280	355
---------	---------	69,573	47,509	12,047	9,344	---------	69,400	---------	---------	356
2,480	581	35,690	1,547	*a*21,376	*a*10,232	(*a*)	33,155	2,480	55	357
---------	---------	46,529	19,112	16,236	12,595	---------	47,943	---------	---------	358
20,450	61	45,901	16,664	14,385	4,392	0	35,441	10,400	60	359
7,400	---------	35,715	---------	17,056	5,581	---------	22,637	9,900	3,178	360
---------	---------	27,789	---------	13,525	5,022	---------	18,547	6,860	2,382	361
0	134	102,821	2,200	*25,901	*6,297	---------	*50,107	---------	*e*0	362
13,000	88	95,877	29,191	44,988	13,631	---------	87,810	7,066	1,001	363
---------	8,877	51,227	5,516	25,652	10,022	---------	41,190	2,100	7,937	364
0	29	27,201	---------	13,252	3,990	450	17,692	9,212	297	365
---------	27,133	85,304	---------	40,712	18,422	981	60,115	0	25,189	366
0	57,889	150,657	36,727	59,960	17,598	4,686	118,971	0	31,686	367
0	0	497,233	99,774	280,602	96,860	19,997	497,233	0	0	368
0	13,448	53,559	5,192	23,024	9,163	1,975	39,354	0	14,205	369
---------	349	67,936	---------	59,941	7,995	---------	67,936	---------	0	370
---------	185	13,989	0	10,823	3,000	0	13,823	0	166	371
7,210	0	14,866	7,210	6,627	867	0	14,704	0	162	372
25,263	7,627	76,633	10,221	22,690	13,373	0	46,284	9,743	20,606	373
0	17,867	110,031	46,900	37,601	6,585	0	91,086	0	18,945	374
0	1,299	14,190	374	10,414	2,270	0	13,058	850	282	375
---------	449	42,285	0	37,403	4,490	0	41,893	0	392	376
---------	13,329	119,785	17,203	54,412	22,491	0	94,106	0	25,679	377
0	0	130,000	3,059	109,679	13,803	0	126,541	0	---------	378

e Deficit.
f Balance merged $40,369.
g Country taxes are reported with State taxes.

TABLE 5.—*Property, receipts, and expenditures of*

	City.	Total taxable property in the city.		Estimated actual value of all public property used for school purposes.	Receipts for the school year 1890-91.				
		Assessed value.	Cash value, based on the assessment.		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.
	1	2	3	4	5	6	7	8	9
	TEXAS.								
379	Austin	$8,995,352	$17,990,704	$84,825	$18,158	$30,516	......	$3,167	$51,841
380	Dallas	32,000,000	42,666,667	300,000	......	......	......	......	......
381	Denison*	4,400,327	8,800,654	235,500	6,836	11,019	$485	1,185	19,525
382	El Paso	5,318,210	5,318,210	59,800	5,157	13,295	......	100	18,552
383	Fort Worth	16,500,000	16,500,000	189,250	......	......	......	......	......
384	Galveston	22,000,000	44,000,000	375,100	40,014	39,791	1,496	*b*40,135	121,436
385	Houston	15,000,000	22,500,000	131,515	28,166	19,403	312	......	47,878
386	Laredo	2,500,000	2,500,000	15,000	10,000	0	0	0	10,000
387	Paris	3,999,964	5,999,946	65,000	10,373	7,442	328	348	18,491
388	San Antonio*	......	......	224,800	40,616	21,898	......	500	......
389	Waco	10,641,814	15,962,721	199,000	14,180	26,603	......	595	41,378
	UTAH.								
390	Ogden City	13,000,000	13,000,000	222,500	14,602	......	30,386	15	45,003
391	Salt Lake City	50,000,000	50,000,000	322,677	39,064	85,000	......	500	124,564
	VERMONT.								
392	Burlington	10,716,431	10,716,431	85,000	......	27,000	......	2,873	29,873
393	Rutland	6,750,000	13,500,000	100,000	0	25,690	0	13,907	39,597
	VIRGINIA.								
394	Alexandria	4,519,694	4,518,694	35,000	6,391	11,000	......	......	17,391
395	Danville	......	......	18,000	4,741	10,740	0	0	15,481
396	Lynchburg	10,000,000	13,333,332	75,000	8,941	22,881	0	1,356	33,178
397	Manchester	......	......	30,000	4,734	......	4,433	......	9,167
398	Norfolk	21,002,045	31,503,306	100,000	12,725	14,285	......	......	27,010
399	Petersburg	9,058,090	9,058,090	72,000	9,872	13,066	0	358	23,296
400	Portsmouth	......	......	14,662	4,783	8,685	......	......	13,468
401	Richmond	59,573,527	59,573,527	390,500	33,091	107,638	0	2,717	143,446
402	Roanoke	......	......	30,000	5,454	5,486	......	106	11,046
	WASHINGTON.								
403	Seattle	26,341,000	52,682,000	475,120	0	2,091	166,625	125	168,841
404	Spokane Falls	32,543,398	54,238,997	420,863	......	90,239	1,038	284	91,562
405	Takoma	32,533,000	65,066,000	467,779	6,778	......	102,899	31	109,708
	WEST VIRGINIA.								
406	Huntington	2,532,706	3,799,059	25,825	2,616	......	22,991	......	......
407	Parkersburg	......	......	......	......	......	......	......	......
408	Wheeling	18,146,254	72,584,016	300,000	11,852	59,883	......	1,116	72,851
	WISCONSIN.								
409	Appleton *	......	......	156,500	8,001	28,100	4,771	1,532	42,404
410	Ashland	6,000,000	6,000,000	100,000	2,690	17,500	2,700	3,198	26,088
411	Chippewa Falls	1,500,000	4,500,000	59,337	4,077	8,000	4,500	455	17,032
412	Eau Claire	5,370,000	5,370,000	95,645	7,729	31,035	6,993	225	45,982
413	Fond-du-Lac	3,286,053	3,286,053	125,000	6,521	13,000	6,521	1,298	27,340
414	Green Bay	......	......	66,000	3,992	10,508	6,006	0	20,506
415	Janesville	3,000,000	6,000,000	250,000	......	......	......	......	35,000
416	Lacrosse	10,750,130	10,750,130	240,000	11,515	42,000	10,218	669	64,402
417	Madison	6,617,399	9,926,097	175,000	6,282	26,897	6,016	3,944	43,169
418	Marinette *	3,225,298	6,450,596	65,000	4,027	15,983	3,587	401	23,778
419	Milwaukee	113,630,835	113,630,835	1,400,304	96,554	*h*36,012	0	1,419	*h*466,985
420	Oshkosh	7,700,000	12,833,335	225,000	10,960	34,000	0	70	45,030

* Statistics of 1889-90.
a Deficit, $851.
b Including a donation of $40,000 to the Ball High School.
c The sum of the items reported is $45,681.
d $7,452 expended in excess of receipts.

public schools of cities of over 8,000 inhabitants—Continued.

Receipts from loans and bond sales.	Balance on hand from last school year (1889-90).	Total sum available for use during the year.	Expenditures for the school year 1890-91.					Paid on principal of loans and bonded debts.	Amount carried forward to next school year (1891-92).	
			Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total.			
10	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	
$9,500	$135	$61,476	$1,271	$37,193	$11,397	--------	$49,861	$11,500	$115	379
--------	--------	--------	--------	10,000	10,000	--------	80,000	--------	--------	380
--------	0	19,525	359	13,871	3,342	--------	17,572	--------	1,953	381
--------	15,318	33,870	18,599	15,514	2,466	0	36,579	0	*a*0	382
--------	--------	--------	--------	39,089	7,344	--------	46,433	--------	--------	383
--------	18,795	140,231	53,247	59,676	12,144	--------	125,067	--------	15,164	384
--------	106	47,984	2,705	36,927	6,049	--------	*c*47,681	--------	303	385
0	2,600	12,600		7,360	1,640	0	9,000	0	3,600	386
--------	1,428	19,919	362	16,491	2,860	--------	19,713	--------	206	387
--------	422	63,436	5,116	58,302	7,470	--------	70,888	--------	*d*0	388
21,494	0	62,882	22,260	32,633	7,989	0	62,882	0	0	389
--------	903	45,906	7,511	20,615	10,176	0	38,302	0	7,604	390
26,370	8,934	159,868	46,011	68,752	45,105	0	159,868	0	0	391
0	0	29,873	0	20,278	7,786	--------	28,052	93	1,718	392
20,000	266	59,863	26,642	16,026	8,925	0	51,592	2,000	6,271	393
--------	--------	17,391	788	14,625	3,333	--------	18,746	--------	--------	394
20,000	--------	35,481	20,000	12,858	2,620	0	35,478	0	3	395
0	83	33,261	70	26,622	5,988	0	32,680	0	581	396
--------	205	9,372	235	7,086	1,969	--------	9,290	--------	82	397
--------	1,750	28,760	1,280	20,578	2,640	$325	24,823	--------	3,937	398
0	0	23,296	0	19,265	4,031	0	23,296	0	0	399
--------	1	13,469	189	10,275	2,492	--------	12,956	--------	513	400
0	0	143,446	7,094	118,997	17,355	0	143,446	0	0	401
--------	78	11,124	228	7,624	1,639	--------	9,491	--------	1,633	402
--------	0	168,841	136,697	93,097	42,977	0	272,771	0	--------	403
252,850	1,984	346,396	274,075	31,100	24,494	0	329,669	0	16,727	404
108,363	26,328	244,399	136,173	69,973	37,933	320	244,399	0	0	405
0	3,033	*e*25,778	6,555	13,712	5,511	--------	*f*25,025	--------	753	406
--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	407
--------	7,207	80,058	17,317	60,604	11,865	--------	89,786	--------	--------	408
25,000	--------	73,482	12,239	22,000	--------	0	49,013	--------	24,469	409
--------	17,492	44,080	--------	13,000	--------	--------	27,289	--------	16,791	410
--------	4,081	21,113	474	*g*13,623	*g*2,536	--------	16,633	--------	4,480	411
0	26,322	72,304	9,057	28,505	11,871	0	49,433	0	22,871	412
0	7,826	35,166	2,378	19,982	4,767	0	27,127	0	8,039	413
0	1,025	21,531	1,762	13,516	5,579	0	20,857	0	674	414
--------	13,000	--------	--------	--------	--------	--------	--------	--------	--------	415
0	29,000	93,402	2,398	48,365	11,847	0	62,610	0	30,793	416
0	12,293	55,462	10,296	25,398	8,157	0	43,851	1,200	10,411	417
0	4,830	28,828	568	15,809	6,518	0	22,895	0	5,933	418
0	181,371	*h*648,356	(*h*)	353,430	70,792	5,450	*h*429,672	0	218,684	419
0	14,757	59,787	4,306	31,676	4,540	240	40,762	0	19,025	420

e The sum of the items reported is $28,540.

f The sum of the items reported is $25,778.

g The salaries of janitors are reported with the salaries of teachers.

h The funds for buildings and repairs are controlled by the department of public works, and do not appear in the accounts of the board of education.

TABLE 5.—*Property, receipts, and expenditures of*

	City.	Total taxable property in the city.		Estimated actual value of all public property used for school purposes.	Receipts for the school year 1890-91.				
		Assessed value.	Cash value, based on the assessment.		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.
	1	2	3	4	5	6	7	8	9
	WISCONSIN—continued.								
421	Racine	*$9,402,300	*$9,042,300	*$140,000	$325	$26,500	$20,220	$926	$47,972
422	Sheboygan	4,800,000	....	85,000	8,404	20,803	6,762	479	36,448
423	Superior	25,012,000	50,024,000	163,000	2,934	71,162	1,259	4,883	80,238
	Watertown	....	....	....	....	....	....	....	....
424	Wausau	1,560,657	4,681,971	60,000	....	8,619	325	4,822	13,766
	WYOMING.								
425	Cheyenne	3,750,000	7,500,000	118,000	....	19,688	12,316	....	32,004

*Statistics of 1889-90.

public schools of cities of over 8,000 inhabitants—Continued.

Receipts from loans and bond sales.	Balance on hand from last school year (1889–90).	Total sum available for use during the year.	Expenditures for the school year 1890-91.					Paid on principal of loans and bonded debts.	Amount carried forward to next school year (1891–92).	
			Permanent investments and lasting improvements.	For salaries of teachers and supervising officers.	Current and incidental expenses.	For evening schools.	Total.			
10	11	12	13	14	15	16	17	18	19	
$15,000	$19,345	$82,317	$28,092	$33,039	$10,724	0	$71,855	0	$10,462	421
0	30,406	66,854	28,364	23,203	7,401	0	58,968	0	7,886	422
0	....	90,784	7,368	25,913	19,862	0	53,143	$18,421	24,220	423
0	3,089	16,855	1,213	11,600	2,586	0	15,399	0	1,456	424
36,774	7,505	76,283	0	19,070	7,511	0	26,581	0	*a*12,927	425

a The difference between the reported receipts and expenditures is $49,703.

TABLE 6.—STATISTICS OF

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	ALABAMA.								
1	Bessemer	High School (dept.)	A. A. Hendon, supt.	1	0	0	4	----	----
2	Birmingham	High School	A. C. Moore	1	3	32	95	----	----
3	Cullman	do	W. M. Wood	1	0	10	7	----	----
4	Decatur	High School (dept.)	H. C. Gilbert	1	1	11	20	----	----
5	Flomaton	High School	J. W. Agnew	1	0	14	13	0	0
6	Hamilton	do	W. S. Mitchell	1	1	25	10	5	1
7	Huntsville	High School (dept.)	A. H. Ehman	1	2	20	49	----	----
8	Loachapoka	High School	L. C. Page	0	2	4	10	2	3
9	Marion	Marion Academy	H. Y. Weissinger	1	0	5	7	4	4
10	Mobile	Barton Academy	B. S. Woodcock	3	1	81	0	5	0
11	Montgomery	High School (boys)	J. W. Morgan, jr	2	0	17	0	----	----
12	do	High School (girls)	E. M. Bullock	0	4	0	109	0	0
13	Tuscaloosa	High School	Sophie Waldkioch	1	2	28	24	----	----
14	Uniontown	Uniontown Academy	J. H. Armstrong	1	0	10	16	6	10
15	Verbena	High School	—— Stott	1	1	10	9	----	----
16	Wedowee	Wedowee Institute	J. E. Thomason	1	1	18	15	----	----
17	Winfield	High School	J. J. Windham	1	0	20	0	16	2
	ARIZONA.								
18	Phœnix	High School	R. L. Long	1	1	4	25	----	----
19	Prescott	do	L. W. Taylor, supt.	1	0	10	10	0	0
20	Tucson	do	C. H. Tully	1	0	5	8	0	0
	ARKANSAS.								
21	Benton	High School (dept.)	J. A. Kimbrough	1	0	30	18	----	----
22	do	Mt. Harmony School	R. C. Vance	1	1	7	8	----	----
23	Charleston	High School	J. M. Pettigrew	1	1	16	14	----	----
24	Eureka Springs	High School (dept.)	C. S. Barnett	1	1	20	40	0	0
25	Fort Smith	High School	C. H. Stumberg	2	2	30	75	----	----
26	Haynes	High School (dept.)	J. W. Thompson	0	1	8	9	2	7
27	Hot Springs	High School	Eaton Thompson	1	3	27	23	----	----
28	Jonesboro	High School (dept.)	D. L. Thompson	1	0	15	12	----	----
29	La Grange	Lee High School	J. E. Wheat	1	0	18	20	----	----
30	Little Rock	Peabody High School	R. A. Parham	1	2	36	100	0	0
31	do	Union High School	J. O. W. Alexander.	1	1	15	41	2	0
32	Lonoke	High School	J. J. Doyne	2	1	36	23	4	18
33	Malvern	High School (dept.)	W. D. Leiper, A. M.	1	0	4	17	0	0
34	Newport	do	D. F. Withers	1	0	5	9	1	3
35	Paris	Paris Academy	G. S. Mimnier	2	2	42	39	7	2
36	Prescott	Tom Allen High School.	M. E. Connevey	0	3	40	60	----	----
37	Salem	High School	C. T. Torreyson	2	0	49	38	0	0
38	Van Buren	do	W. T. Edmiston	1	0	8	11	----	----
39	Warren	do	E. H. Carson	1	4	27	35	8	12
40	Washington	High School (dept.)	W. F. Lee	1	0	17	22	4	8
41	Wheatley	High School	G. D. Free, A. M.	1	1	22	20	1	2
	CALIFORNIA.								
42	Arroyo Grande	Grammar Course School.	A. F. Parsons	1	0	4	3	0	0
43	Berkeley	High School	S. D. Waterman	2	2	50	70	6	4
44	Colton	High School (dept.)	Frank Matthews	1	0	4	6	----	----
45	Colusa	Grammar Course School.	J. E. Hayman	2	0	21	24	0	0
46	Crescent City	High School	W. F. Ringnalda, PH. D.	2	0	9	22	9	22
47	Fresno	High School (dept.)	T. L. Heaton	2	2	61	75	----	----
48	Gilroy	High School	W. S. Hall	1	1	13	28	0	0
49	Hanford	do	C. C. Childress	1	1	12	7	0	0
50	Hollister	do	J. W. Cutler	2	1	7	12	0	0
51	Linden	do	F. G. Baird	1	1	6	2	0	0

PUBLIC HIGH SCHOOLS.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----			4	----	----	----	----			----	4	----	----	----	----	----	----	----	4	1
----	----	18	27	81	3	0	----	----	5	21	17	43	8	32	8	32	8	32	17	43	2
----	----	----	2	1	----	----	----	----	----	----	10	7	2	1	8	7	----	----	----	----	3
----	----	----	5	7	0	0	0	0	0	0	7	10	5	7	----	----	----	----	5	7	4
----	----	0	----	----	----	----	----	----	----	----	7	5	3	2	2	1	----	----	14	13	5
1	0	----	4	0	0	0	0	0	0	0	16	1	2	----	0	0	0	0	18	7	6
----	----	0	2	3	0	0	0	0	0	0	10	20	3	3	3	10	4	1	5	15	7
1	0	5	4	3	0	0	0	0	0	0	4	5	2	2	2	2	0	0	4	5	8
0	0	11	5	6	----	----	----	----	----	----	5	7	----	----	----	----	----	----	----	----	9
3	0	6	79	----	36	----	0	----	0	----	81	----	17	----	27	----	81	----	62	----	10
----	----	----	17	----	0	----	0	----	0	----	17	----	5	----	5	----	0	----	17	----	11
0	0	10	----	76	----	----	----	----	----	----	----	55	----	49	----	----	----	----	----	71	12
----	----	----	18	17	5	1	0	0	8	4	24	23	8	4	8	4	8	4	4	1	13
4	6	10	3	7	----	----	----	----	----	----	4	6	4	2	----	----	----	----	----	----	14
----	----	3	8	9	----	----	----	----	----	----	10	7	----	2	----	----	----	----	5	6	15
----	----	0	2	----	0	0	1	----	0	0	6	3	1	----	4	----	2	----	8	6	16
6	1	8	4	0	0	0	0	0	0	0	20	0	3	0	8	0	0	0	5	1	17
----	----	11	3	12	0	0	0	0	0	0	23	6	1	3	3	6	0	0	4	11	18
0	0	8	0	0	0	0	0	0	0	0	10	10	10	10	4	3	0	0	0	0	19
5	2	7	5	8	0	0	0	0	0	0	----	----	----	----	----	----	----	----	----	----	20
----	----	0	6	4	0	0	0	0	0	0	10	13	3	5	----	----	----	----	30	18	21
7	8	----	----	----	----	----	----	----	----	----	7	8	----	----	7	8	----	----	7	8	22
----	----	----	3	3	----	----	----	----	12	11	11	8	5	1	3	2	----	----	16	14	23
3	5	5	3	5	0	0	0	0	0	0	6	19	----	----	3	5	----	----	----	----	24
----	----	5	9	41	0	0	0	0	4	24	21	65	3	16	3	11	0	2	9	35	25
----	----	----	3	8	----	----	----	----	----	----	3	5	----	----	----	----	----	----	10	15	26
----	----	13	3	5	----	----	----	----	----	----	23	27	8	15	11	13	----	----	----	----	27
----	----	----	1	1	----	----	----	----	----	----	15	12	----	----	----	----	----	----	----	----	28
----	----	----	1	1	----	----	----	----	----	----	2	2	1	0	----	----	----	----	----	----	29
0	0	25	20	59	0	0	0	0	0	0	27	77	36	100	18	55	9	22	6	8	30
0	0	10	15	41	0	0	0	0	0	0	13	28	15	41	7	25	3	12	0	0	31
----	----	9	15	15	0	0	0	0	0	0	36	23	11	4	11	10	0	0	0	0	32
0	0	0	1	1	0	0	0	0	0	0	4	17	----	6	2	11	0	0	----	13	33
0	0	5	5	3	----	----	----	----	5	9	5	9	5	9	5	9	3	0	5	9	34
2	0	0	7	5	0	0	0	0	0	0	20	12	12	5	12	5	0	0	15	12	35
----	----	5	0	0	0	0	0	0	0	0	20	42	21	30	28	45	0	0	17	23	36
0	0	3	16	4	----	----	----	----	----	----	25	6	3	----	20	5	----	----	10	5	37
----	----	----	4	2	0	0	0	0	0	0	8	11	0	0	----	----	0	0	0	0	38
20	2	4	4	12	----	----	----	----	----	----	15	18	3	2	13	21	----	----	7	8	39
4	8	6	1	5	0	0	0	0	0	0	3	10	----	5	----	5	0	0	----	22	40
6	14	----	3	1	0	0	0	0	0	0	20	25	2	1	2	----	1	----	0	0	41
4	3	0	----	----	----	----	----	----	----	----	4	3	4	3	4	3	----	----	4	3	42
----	----	24	26	38	6	4	0	0	0	0	50	70	50	70	14	23	8	12	50	70	43
----	----	----	4	6	----	----	----	----	----	----	4	6	----	----	----	----	----	----	----	----	44
0	0	11	4	3	----	----	----	----	----	----	13	17	7	8	7	8	----	----	13	17	45
0	0	0	0	5	----	----	----	----	----	----	9	17	----	5	9	17	----	5	----	5	46
15	8	7	27	21	0	0	0	0	0	0	46	34	13	9	4	5	4	6	----	----	47
0	0	3	0	0	0	0	0	0	0	0	7	9	6	10	6	10	0	0	7	9	48
0	0	0	1	----	0	0	0	0	0	0	12	7	3	----	0	0	0	0	0	0	49
7	12	3	5	4	0	0	0	0	0	0	7	12	7	7	5	7	5	7	2	5	50
3	1	0	0	0	0	0	0	0	0	0	6	2	6	1	0	0	0	0	0	0	51

TABLE 6.—*Statistics of public*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	CALIFORNIA—con.								
52	Los Angeles	High School	E. A. Packard	1	13	176	227	8	3
53	Martinez	do	C. K. Wittenmeyer	0	1	5	7	0	0
54	Maryville	do	R. F. Pennell	1	0	10	27	0	1
55	Napa	High School (dept.)	J. T. Shearer	1	1	10	40	----	----
56	Nevada City	High School	W. H. Wentworth	3	1	16	37	----	----
57	Nepomo	High School (dept.)	G. Terrell	1	0	19	8	0	0
58	Oakland	High School	J. B. McChesney	4	12	320	400	13	2
59	Pasadena	do	W. S. Monroe	3	4	34	59	17	23
60	Paso Robles	High School (dept.)	S. B. Wilson	1	1	21	24	0	0
61	Petaluma	High School	I. S. Crawford	1	1	24	36	7	4
62	Pomona	High School (dept.)	F. A. Molyneaux	1	2	20	30	0	0
63	Red Bluff	do	O. E. Graves	1	1	21	39	----	----
64	Riverside	High School	C. H. Keyes	1	5	57	62	11	16
65	Sacramento	do	J. H. Pond	2	4	72	149	4	7
66	Salinas City	do	A. D. Tenney	1	1	21	31	0	0
67	San Diego	do	F. H. Hyall	----	----	71	88	----	----
68	San Francisco	High School (boys)	Frank Morton	11	1	340	199	----	----
69	do	High School (girls)	M. W. Kincaid	1	15	0	470	0	15
70	San José	High School	L. B. Wilson	2	3	89	83	----	----
71	San Rafael	do	C. S. Smyth	2	1	11	32	0	0
72	Santa Ana	do	M. Manley	1	11	35	38	----	----
73	Santa Barbara	do	L. D. Syle	2	2	28	70	----	----
74	Santa Clara	do	John Manzer	1	1	13	16	----	----
75	Santa Cruz	do	D. C. Clark	2	2	23	70	----	----
76	Santa Rosa	do	H. C. Petray	2	1	30	49	----	----
77	Stockton	do	Hamilton Wallace	3	1	70	75	----	----
78	Tulare	do	H. C. Tabor, A. B.	1	2	24	24	0	0
79	Vallejo	do	J. S. Congdon	2	0	14	24	0	1
80	Ventura	do	G. M. Stratton	2	0	15	20	2	15
81	Watsonville	do	J. R. Goinstead	1	1	16	40	0	0
82	Woodland	Grammar Course School.	T. J. Goin	----	----	20	26	----	----
	COLORADO.								
83	Black Hawk	High School (dept.)	H. W. Zirkle	1	1	7	9	----	----
84	Boulder	High School	C. M. Kingsley	1	1	7	22	3	8
85	Buena Vista	High School (dept.)	K. G. Leake	0	1	4	5	----	----
86	Canyon City	High School	O. S. Moles	1	1	15	30	0	0
87	Colorado City	High School (dept.)	J. P. Jackson	1	1	6	6	2	1
88	Colorado Spr'gs	High School	G. B. Turnbull	1	3	27	43	2	4
89	Cortez	High School (dept.)	I. O. Miller	1	0	10	15	0	0
90	Del Norte	High School	G. W. Reed	1	0	8	9	----	----
91	Denver	High School (dist. No. 1).	J. H. Baker	11	10	303	422	78	32
92	do	High School (dist. No. 2).	H. L. Peet	2	3	44	69	0	0
93	do	High School (dist. No. 17).	C. I. Hays	3	2	26	60	1	0
94	Fort Collins	High School	Kate M. Alling	0	3	14	33	1	0
95	Golden	High School (dept.)	William Triplet	2	0	17	31	0	0
96	Grand Junction	do	J. A. Gutlery	1	1	10	11	----	----
97	Greeley	High School	A. B. Copeland	1	2	22	45	0	0
98	Leadville	High School (dept.)	Odella Holdridge	0	3	11	15	1	1
99	Longmont	do	G. L. Harding	0	7	28	54	----	----
100	Monte Vista	do	John Sogard	1	0	6	8	0	0
101	Montrose	High School	J. H. Allen, A. M.	1	0	7	12	----	----
102	Pueblo	High School (south)	A. L. Notter	4	4	46	59	----	----
103	do	High School (dist. No. 1).	F. J. Baker	3	4	38	47	----	----
104	Salida	High School	Lucy Boling	1	2	60	65	2	0
105	Sterling	do	T. J. Close	1	0	12	30	0	0
106	Trinidad	Rice High School	G. E. Finch	2	1	7	11	0	3
107	Yuma	High School (dept.)	E. S. Klein	1	0	11	13	----	----

high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
118	210	18	55	72	8	5	0	0	0	0	60	52	120	154	85	83	12	8	38	40	52
4	7	6	1	6	0	0	0	0	0	0	5	7	1	6	1	6	0	0	1	6	53
----	----	0	10	25	----	----	----	----	----	----	9	23	7	20	5	10	----	----	10	27	54
----	----	10	----	----	----	----	----	----	----	----	7	30	3	10	8	10	----	----	----	----	55
----	----	15	12	20	0	0	0	0	0	0	14	23	4	8	4	8	3	0	6	8	56
19	8	4	0	0	0	0	0	0	0	0	4	3	3	3	3	3	0	0	----	----	57
23	10	92	111	139	13	2	20	40	14	25	180	200	70	90	25	20	45	60	55	70	58
17	36	12	17	23	0	0	0	0	0	0	26	53	22	41	12	18	8	6	----	----	59
9	13	14	0	0	0	0	0	0	0	0	16	21	16	21	16	21	0	0	0	0	60
----	----	12	23	29	4	----	0	0	0	0	17	25	9	13	17	21	0	0	17	25	61
6	10	0	2	8	0	0	0	0	0	0	6	10	20	30	6	10	0	0	0	0	62
----	----	----	10	15	0	0	0	0	0	0	17	20	21	30	----	----	8	4	8	5	63
23	6	13	19	30	----	----	----	----	20	14	34	45	11	13	21	12	9	8	11	13	64
8	14	32	41	53	4	7	----	20	11	31	36	54	38	51	18	23	21	34	26	31	65
3	8	3	----	----	0	0	0	0	0	0	21	31	3	6	21	26	0	0	----	----	66
----	----	16	34	36	0	0	0	19	4	14	40	65	19	14	11	8	6	3	30	28	67
----	----	85	237	199	36	25	0	0	2	1	197	103	167	96	74	46	57	35	----	----	68
----	----	88	----	230	----	15	----	0	----	0	----	177	----	218	----	111	----	107	----	395	69
----	----	30	34	16	----	----	----	----	----	----	82	80	39	27	25	15	14	12	39	27	70
5	10	9	5	5	----	----	----	----	----	----	----	----	1	7	----	----	5	4	6	27	71
----	----	12	17	17	----	----	----	----	----	----	35	38	35	38	17	17	----	----	----	----	72
----	----	12	10	41	0	0	0	0	0	0	18	53	10	17	7	4	6	10	6	9	73
----	----	7	----	----	----	----	----	----	----	----	13	16	2	6	11	10	2	6	11	10	74
----	----	14	6	17	0	0	0	0	0	0	23	70	23	70	23	70	2	10	23	70	75
6	4	16	29	47	0	0	0	0	0	0	20	37	19	29	11	12	9	27	11	12	76
30	40	25	30	40	0	0	0	0	0	0	70	75	20	15	10	15	20	15	50	75	77
6	2	0	13	7	0	0	0	0	0	0	13	7	23	23	24	24	0	0	24	24	78
----	----	19	4	13	0	0	0	0	0	0	4	12	9	11	13	25	0	0	----	----	79
9	0	6	3	15	1	3	0	0	0	0	15	20	15	20	11	2	11	2	15	20	80
0	0	0	----	----	0	0	0	0	0	0	16	40	6	13	6	13	0	0	6	13	81
----	----	24	0	0	0	0	0	0	0	0	20	26	20	26	20	26	20	26	20	26	82
----	----	----	0	0	0	0	0	0	3	6	3	4	0	0	----	----	----	----	7	8	83
2	5	0	3	9	0	0	0	0	0	0	5	12	2	4	4	7	0	0	6	10	84
----	----	2	----	----	----	----	----	----	----	----	2	3	2	1	----	----	----	----	8	4	85
0	0	4	----	----	----	----	----	----	----	----	10	20	2	12	3	12	2	4	3	12	86
----	----	0	5	4	----	----	----	----	----	----	5	4	----	----	----	----	----	----	1	2	87
1	0	4	14	26	2	5	1	2	7	19	29	41	3	8	9	11	0	0	0	0	88
0	0	0	0	0	0	0	0	0	0	0	4	4	0	0	5	5	----	----	5	6	89
----	----	0	4	10	0	0	----	----	----	----	7	10	3	6	3	3	----	----	----	----	90
65	15	95	234	238	46	15	31	90	69	184	184	188	137	169	82	122	25	69	283	416	91
0	0	23	25	28	0	0	8	6	17	20	23	27	5	6	5	7	11	13	44	69	92
2	1	3	16	40	----	----	----	----	10	20	16	30	10	30	4	12	4	12	10	25	93
1	0	5	2	3	0	0	0	0	0	0	3	17	3	0	2	1	2	6	2	1	94
0	0	8	0	0	0	0	0	0	0	0	9	11	6	9	6	9	0	0	9	11	95
----	----	----	----	----	----	----	----	----	----	----	10	11	2	----	4	4	----	----	6	7	96
0	14	13	1	14	----	----	----	----	----	----	13	18	3	4	5	10	6	10	5	5	97
----	----	0	2	5	0	0	0	0	5	10	8	15	0	0	4	4	----	----	5	5	98
----	----	3	4	12	0	0	0	0	0	0	13	32	4	9	9	24	2	2	16	40	99
0	0	0	0	0	0	0	0	0	0	0	2	2	----	----	2	2	----	----	4	6	100
----	----	1	----	1	0	0	0	0	5	12	7	12	----	1	7	12	----	----	7	11	101
----	----	12	13	14	----	----	----	----	----	----	20	23	10	11	12	8	6	7	8	16	102
----	----	10	31	29	0	0	----	----	6	14	21	24	10	10	6	7	5	7	3	7	103
0	0	12	0	0	0	0	0	0	0	0	7	10	5	7	4	6	4	6	6	7	104
12	30	1	0	0	0	0	0	0	0	0	4	10	4	4	6	14	4	4	6	2	105
3	4	0	3	9	0	0	0	0	2	7	2	7	3	6	0	0	0	0	4	7	106
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	2	2	----	----	4	4	107

TABLE 6.—*Statistics of public*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	CONNECTICUT.								
108	Ansonia	High School	W. H. Angleton	1	4	25	35	----	----
109	Bethel	do	E. M. Crofoot	1	1	8	5	----	----
110	Birmingham	High School (dept.)	J. W. Peck	2	2	27	33	----	----
111	Brawford	High School	M. M. McKenzie	1	1	5	12	0	0
112	Bridgeport	do	J. D. Bartley	2	7	108	194	24	5
113	Bristol	do	G. H. Tracy	1	3	67	75	7	5
114	Brooklyn	do	H. M. Loomis	----	----	12	10	----	----
115	Clinton	Morgan High School	Dwight Halbrook	3	3	43	38	5	2
116	Collinsville	High School	G. W. Flint	1	1	29	48	8	0
117	Cromwell	do	Sarah M. Savage	0	1	16	20	----	----
118	Danbury	do	J. M. Smith, superintendent.	1	2	40	60	----	----
119	Danielsonville	Killingly High School.	A. P. Somes	1	3	26	29	0	1
120	Gildersleeve	High School	G. N. Goddard	1	0	2	7	0	0
121	Guilford	do	A. M. Hyde	1	1	20	27	0	0
122	Hartford	do	Joseph Hall	10	12	356	400	----	----
123	Hazardville	High School (dept.)	E. E. E. Randall	1	3	16	22	1	0
124	Litchfield	High School	R. L. Zink	1	0	13	16	6	0
125	Madison	Hand Academy	Anna C. Elliott	----	----	13	22	0	0
126	Manchester	High School	C. S. Lyman	1	0	22	25	----	----
127	Meriden	do	S. T. Frost	2	5	95	165	----	----
128	Middletown	do	W. B. Ferguson	3	4	49	58	6	6
129	Milford	do	H. I. Mathewson	1	0	10	24	----	----
130	New Britain	do	J. H. Peck	3	5	69	123	11	11
131	New Haven	Hillhouse High School.	J. D. Whitmore	8	13	298	370	111	24
132	New London	Young Ladies' High School.	Marion A. Green	0	4	0	116	0	0
133	New Milford	Centre High School	F. N. Hanchett	1	3	13	22	3	4
134	Norwalk	do	C. A. Tucker	1	1	8	8	0	0
135	Orange	High School	Minnie E. Paine	----	----	5	19	----	----
136	Plainville	do	S. P. Williams	1	1	18	20	1	4
137	Plymouth	do	Anna M. Skinner	----	----	----	----	----	----
138	Portland	do	M. W. Griffin	1	1	3	6	0	0
139	Putnam	do	G. F. Jewett	----	----	30	30	0	0
140	Rockville	do	I. M. Agard	1	2	43	61	18	10
141	Seymour	do	E. C. Stiles	1	1	25	35	0	0
142	Southington	Lewis High School	H. W. Rice	1	2	33	49	----	----
143	South Norwalk	High School	W. C. Foote	1	2	21	36	2	0
144	Stafford Springs	do	Francis A. Bagnall	1	1	25	24	0	0
145	Stamford	do	D. S. Sanford	2	3	54	70	3	3
146	Wallingford	do	E. A. Richardson	2	2	24	32	0	2
147	Waterbury	do	M. S. Crosby	3	2	85	99	9	0
148	West Hartford	do	A. F. Howes	1	1	12	14	0	3
149	West Winsted	High School (dept.)	G. L. Lamphier	1	2	25	50	6	10
150	Wethersfield	High School	John Haynes	1	1	1	8	0	0
151	Willimantic	do	F. H. Beede	1	5	48	68	5	5
152	Windham	do		1	5	41	59	6	6
153	Windsor	do	H. M. Cleveland	0	2	8	32	0	2
154	Windsor Locks	High School (dept.)	J. S. Cooley	1	1	38	31	0	0
155	Winsted	High School	W. G. Mitchell	1	1	13	17	6	1
	DELAWARE.								
156	Delaware City	High School (dept.)	F. E. Gardner	1	0	7	4	----	----
157	Felton	do	C. C. Tindal	1	1	12	13	----	----
158	Lewes	do	Roman Tammany	1	1	10	5	3	2
159	Middletown	do	W. B. Tharp	1	0	22	13	0	0
160	Milford	do	D. S. Ells	1	0	8	20	0	0
161	South Milford	do	S. E. Bishop	2	0	14	23	0	0
162	New Castle	High School	D. B. Jones	1	1	22	19	0	0
163	Smyrna	do	A. D. Yocum	1	0	8	14	3	1
164	Wilmington	do	A. H. Berlin and M. Miller.	1	13	198	169	----	----

high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	11	20	30	5	0	8	16	12	20	25	35	25	35	25	35	----	----	----	----	108
----	----	13	----	----	----	----	----	----	----	----	8	5	8	5	8	5	8	5	8	5	109
----	----	5	19	12	6	1	1	14	4	9	13	20	5	4	3	7	0	0	17	13	110
0	0	6	1	4	0	0	1	3	0	2	4	5	1	4	4	5	1	3	1	7	111
8	0	57	51	72	22	5	3	51	47	64	44	103	7	50	7	63	3	33	2	34	112
3	0	13	35	52	6	3	0	0	6	3	41	49	9	7	10	9	1	5	4	10	113
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	114
3	0	3	24	18	5	0	0	0	7	13	28	11	5	5	3	10	6	10	4	15	115
0	0	8	15	23	----	----	5	16	0	0	44	19	9	22	2	3	0	0	0	0	116
----	----	----	0	0	0	0	0	0	0	0	4	2	0	0	2	4	0	0	4	3	117
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	118
8	6	13	14	14	----	1	3	8	----	----	12	15	6	4	3	4	5	4	7	9	119
0	0	0	0	7	0	0	0	0	0	0	2	4	0	0	2	7	0	0	0	0	120
1	0	11	5	12	0	0	0	0	0	4	10	15	2	6	5	3	1	4	11	11	121
----	----	77	208	179	53	6	47	42	28	24	150	120	75	60	91	80	40	20	125	100	122
3	0	4	1	10	0	0	0	0	0	0	10	7	----	7	----	7	0	0	----	7	123
0	0	0	6	3	5	0	----	1	----	4	13	16	5	0	13	16	0	0	6	7	124
0	0	3	2	6	----	----	----	1	----	----	2	8	4	4	4	4	----	----	1	4	125
----	----	----	0	0	0	0	0	0	0	0	0	3	2	6	7	5	0	0	7	4	126
4	0	25	45	45	5	7	----	----	----	----	45	45	12	28	----	----	----	----	5	25	127
6	6	16	22	31	5	6	4	2	10	16	35	40	4	8	7	13	4	8	3	2	128
----	----	10	0	0	0	0	0	0	0	0	5	9	0	0	5	9	0	0	----	----	129
12	0	34	47	76	11	11	18	48	18	27	50	74	20	54	11	36	3	13	4	17	130
116	0	143	211	141	64	18	16	12	85	228	211	239	61	64	50	64	50	64	100	117	131
0	0	15	----	90	----	0	----	41	----	0	----	66	----	18	----	24	----	----	----	88	132
																					133
0	0	1	4	4	0	0	0	0	0	0	13	22	2	0	13	22	13	22	13	22	134
0	0	0	3	3	----	----	----	----	7	6	8	5	4	5	8	9	----	----	8	6	135
----	----	4	1	6	0	0	----	----	0	0	2	8	----	----	1	5	----	----	1	6	136
1	0	10	16	18	3	8	0	0	0	0	16	20	2	8	2	9	0	0	2	9	137
----	----	----	0	5	----	----	----	----	----	----	3	----	3	----	----	----	----	----	3	3	138
0	0	0	2	5	0	0	0	0	0	0	3	6	0	0	3	----	----	----	----	----	139
----	----	4	20	20	5	3	3	5	4	4	12	8	7	7	3	2	0	0	----	----	140
----	----	18	19	37	11	7	0	0	2	2	30	35	6	12	8	24	0	0	12	15	141
0	0	9	5	16	1	1	0	0	11	7	12	10	2	7	9	11	0	0	15	11	142
0	2	16	3	27	0	0	0	0	0	0	13	28	5	3	----	----	----	----	9	27	143
3	0	8	13	17	0	0	0	0	13	16	15	22	12	14	----	----	----	----	3	5	144
4	6	1	9	17	1	1	0	0	0	0	6	6	4	8	4	8	4	8	0	1	145
2	0	16	18	25	3	2	0	0	6	9	36	39	11	15	8	1	----	4	8	13	146
8	0	8	15	17	2	0	1	5	2	3	14	20	5	6	----	----	4	----	5	7	147
12	0	13	50	40	8	0	0	0	17	7	35	40	36	38	24	25	37	48	54	43	148
1	0	5	12	14	0	2	----	----	1	5	6	6	2	3	1	2	1	2	----	----	149
2	3	3	12	24	0	0	0	0	0	0	15	28	3	5	2	5	0	0	1	7	150
0	0	0	1	8	0	0	0	0	0	0	0	7	1	1	0	0	0	0	0	0	151
0	0	11	11	20	4	5	7	18	2	2	26	30	12	15	5	7	5	7	5	5	152
2	0	7	10	29	0	6	12	24	0	6	24	19	12	20	5	12	3	9	8	7	153
----	----	4	8	32	0	0	2	3	0	0	8	24	----	4	----	----	----	----	1	10	154
0	0	0	8	9	0	0	0	0	0	0	5	6	0	0	3	1	0	0	14	12	155
0	1	6	6	2	3	1	0	0	----	4	5	----	2	1	----	----	----	----	----	----	
4	7	7	4	3	0	0	0	0	0	0	7	4	5	3	7	4	0	0	0	0	156
----	----	5	6	6	0	0	0	0	0	0	6	6	6	5	3	2	1	3	2	2	157
0	0	0	5	2	0	0	0	0	0	0	10	5	10	5	10	5	0	0	10	5	158
0	0	5	3	0	0	0	0	0	0	0	19	13	5	0	5	3	5	0	3	4	159
0	0	6	5	12	----	----	----	----	----	----	1	7	----	----	----	6	----	----	----	----	160
1	8	9	4	16	0	0	0	0	0	0	6	20	1	8	0	0	0	0	1	8	161
0	0	4	0	0	0	0	0	0	0	0	4	4	0	0	4	4	0	0	0	0	162
----	----	3	8	13	0	0	0	0	0	0	1	6	1	2	2	8	----	----	1	2	163
----	----	39	66	169	0	0	0	0	0	0	66	100	66	46	66	53	66	29	----	----	164

TABLE 6.—*Statistics of public*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	DISTRICT OF COLUMBIA.								
165	Washington	Central High School	F. R. Lane	14	24	361	654	36	20
166	....do	High School (colored)	F. L. Cardozo	7	7	70	280	....	....
	FLORIDA.								
167	Anthony	High School (dept.)	George Stuart	1	1	20	25	....	....
168	Bartow	Summerlin Institute	W. F. Yocum	2	1	32	42	....	....
169	Dade City	High School	G. L. Lowey	1	0	3	9	....	....
170	Eustis	High School (dept.)	M. S. Field	1	1	12	5	....	....
171	Gainesville	East Florida Seminary.	E. P. Cater	5	0	84	28	....	....
172	Jacksonville	Duval High School	Frederick Pasco	2	2	29	61	5	0
173	Kings Ferry	High School (dept.)	Willie Wallis	1	0	15	10	....	....
174	Lady Lake	......do	F. H. Robinson	1	1	19	31	....	....
175	Marianna	High School	J. B. Stuart	1	0	15	25	1	4
176	Monticello	Jefferson Collegiate Institute.	W. B. Griffin	1	6	35	30	....	....
177	Ocala	High School	J. M. Streator	2	1	20	30	5	3
178	Palatka	......do	W. H. Berry	1	0	7	2	2	0
179	Quincy	......do	B. Howe	1	0	8	6	5	2
180	St. Augustine	......do	W. E. Knibloe	2	1	18	18	1	2
181	Sanford	High School (dept.)	W. B. Lynch	1	1	15	20	0	0
182	Tallahassee	Seminary West of Suwanee River (High School dept.)	G. M. Edgar, LL. D.	3	1	23	33	22	23
183	Tampa	High School	B. C. Graham	2	2	12	14	....	....
184	Umatilla	......do	F. M. Chute	1	2	31	21	8	5
185	Waukeenah	Waukeenah Academy	H. P. Woodbery	2	0	21	27	....	....
186	Webster	High School (dept.)	W. H. Cox	0	1	3	7	....	....
	GEORGIA.								
187	Americus	High School (dept.)	J. E. Mathis	2	1	37	54	....	....
188	Athens	High School	T. J. Simmons	0	8	25	40	3	0
189	Atlanta	......do	W. A. Bass and Miss N. C. Sergeant.	3	10	131	347	90	0
190	Augusta	Tubman High School	John Neeley	2	4	0	149	0	30
191	Carrollton	High School (dept.)	T. E. Hollingsworth.	2	1	30	85	....	....
192	Cartersville	High School	L. B. Robeson	1	1	32	32	....	....
193	Cedartown	High School (dept.)	J. C. Harris	2	1	25	35	12	15
194	Dalton	High School	A. V. Morris	1	1	9	28	2	0
195	Dawsonville	......do	G. B. Wood	1	1	11	9	2	0
196	Flovilla	......do	Elsworth Brown	1	1	15	26	....	....
197	Forsyth	Hilliard Institute	W. W. Daves	1	0	25	0	....	....
198	Franklin	Collegiate Institute	A. S. Laird	1	0	25	25	....	....
199	Jewells	Dandy Grove High School.	W. W. Pilcher	1	1	26	29	....	....
200	Leesburg	Leesburg Academy	J. R. Cain	1	1	4	6	5	5
201	Locust Grove	High School	J. R. Williams	1	1	15	10	10	12
202	Macon	High School (boys)	C. B. Chapman	1	2	100	0	6	0
203	....do	Gresham High School	Bessie H. Merrill	0	6	0	220	....	....
204	Montezuma	Montezuma Institute	W. B. Merritt	1	1	28	33	4	6
205	Newnan	High School (dept.)	J. E. Pendergrast	1	1	23	37	....	....
206	Norwood	Norwood Institute	J. W. Ellington	1	1	3	14	1	1
207	Perry	Houston High School	W. B. Dew	1	1	10	16	....	....
208	Quitman	High School (dept.)	J. E. J. Warren	0	2	20	15	12	15
209	Rocky Mount	Rocky Mount Academy.	E. W. Russell	1	0	18	10	....	....
210	Sandersville	High School	B. H. Ivey	1	1	20	40	0	0
211	Savannah	......do	H. F. Train	2	4	72	130	....	....
212	Sparta	......do	W. F. Dumas	0	2	15	30	....	....

high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
18	0	301	253	311	10	0	0	0	138	373	167	262	138	221	81	132	86	97	169	382	165
----	----	86	30	260	0	0	0	0	4	24	20	130	10	80	15	105	0	0	20	260	166
----	----	----	5	6	0	0	0	0	0	0	10	12	5	6	5	6	5	6	5	6	167
----	----	2	7	16	0	0	0	0	0	0	20	35	7	8	----	----	5	12	4	15	168
----	----	----	3	4	----	----	----	----	----	----	3	9	----	----	----	----	----	----	----	----	169
----	----	----	----	----	----	----	----	----	----	----	12	5	----	----	0	2	----	----	0	2	170
----	----	13	17	3	1	----	0	0	0	0	11	5	5	1	15	----	15	----	----	1	171
----	----	19	29	61	6	3	9	33	----	----	13	13	12	31	7	11	----	----	11	12	172
----	----	----	0	2	0	0	0	0	0	0	1	4	0	0	0	0	2	4	10	6	173
----	----	----	5	8	----	----	----	----	----	----	18	10	8	12	12	7	----	----	18	10	174
----	----	7	15	25	0	0	----	10	0	0	15	25	1	4	1	6	----	----	10	20	175
----	----	3	26	28	20	0	0	0	0	0	25	23	10	1	15	20	----	----	8	2	176
10	10	----	3	3	0	0	3	12	0	0	4	12	2	4	5	6	----	----	8	12	177
5	0	0	7	1	----	----	----	----	----	----	7	1	----	----	----	----	----	----	7	2	178
----	----	2	8	6	2	----	3	----	----	----	5	5	4	1	----	5	----	----	14	----	179
0	0	5	2	6	0	0	2	8	0	0	14	14	6	2	8	8	1	5	5	9	180
0	0	0	4	4	----	----	----	----	----	----	8	6	4	4	----	----	----	----	8	6	181
----	----	----	22	23	0	0	0	0	0	0	11	16	11	16	0	0	0	0	0	0	182
----	----	1	8	12	0	0	0	0	0	0	6	10	12	14	12	14	12	14	12	14	183
2	0	0	2	2	0	0	0	0	0	0	1	2	1	1	1	1	0	0	8	1	184
----	----	----	21	15	20	10	0	0	13	0	21	27	21	27	21	25	15	16	21	27	185
----	----	----	2	6	0	0	0	0	0	0	3	6	0	0	3	7	0	0	3	7	186
----	----	22	35	52	----	----	----	----	----	----	34	51	9	18	28	36	9	18	9	18	187
22	0	2	25	40	5	0	0	0	0	0	25	40	5	2	12	8	----	----	----	----	188
25	0	74	131	347	119	0	0	347	0	0	131	347	131	347	131	347	131	347	0	0	189
0	2	27	0	65	----	----	0	84	----	----	0	90	0	30	0	90	----	----	0	149	190
----	----	----	7	8	1	----	0	0	0	0	9	8	1	0	1	1	1	1	1	0	191
----	----	----	32	32	3	----	----	----	----	----	25	25	7	7	----	----	----	----	----	----	192
----	----	3	15	20	3	----	0	0	2	2	15	25	8	6	15	25	0	0	3	2	193
1	0	6	8	27	1	2	0	0	4	6	9	17	5	5	0	0	5	13	1	10	194
0	0	0	5	5	1	0	0	0	0	0	6	6	0	0	2	----	0	0	7	5	195
----	----	0	4	7	0	0	0	0	0	0	15	4	1	1	2	3	0	0	2	3	196
----	----	----	15	0	----	----	----	----	----	----	10	0	4	0	----	----	----	----	----	----	197
----	----	0	8	10	2	----	0	0	0	0	15	18	0	0	0	0	0	0	8	5	198
----	----	----	5	3	1	----	0	0	0	0	6	5	2	----	0	0	0	0	0	0	199
0	0	0	4	4	0	0	0	0	0	0	5	4	2	2	5	6	0	0	5	6	200
----	----	----	5	10	0	0	0	0	0	0	15	10	----	----	----	----	----	----	15	10	201
0	0	20	60	0	6	0	0	0	0	----	100	0	20	0	0	----	0	0	35	.0	202
----	----	----	0	200	----	0	----	0	----	0	----	220	----	35	----	----	----	20	----	125	203
0	0	0	15	15	0	0	0	0	0	0	20	17	8	7	8	7	0	0	0	0	204
----	----	13	20	29	0	0	2	2	8	16	23	37	6	8	5	11	6	8	16	30	205
1	1	2	1	12	1	1	0	0	0	0	3	14	1	2	1	----	0	0	5	5	206
----	----	----	10	7	1	----	0	1	0	1	9	16	1	1	0	0	0	0	2	3	207
8	0	0	7	5	3	----	0	0	0	0	10	5	----	----	----	----	----	----	20	15	208
----	----	----	----	6	----	----	----	----	----	----	2	6	----	----	----	----	----	----	18	10	209
0	0	9	20	40	2	18	0	0	0	0	20	40	1	8	6	14	1	9	1	8	210
----	----	25	62	115	4	0	0	0	0	0	61	113	11	20	17	38	11	20	36	65	211
----	----	----	17	27	4	----	----	----	----	----	5	5	4	10	----	----	3	8	----	----	212

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	GEORGIA—cont'd.								
213	Temple	Temple Seminary	J. R. Spence. A. B.	1	1	21	32	15	10
214	Valdosta	High School	E. A. Smith	2	3	57	70	1	2
215	West Point	High School (dept.)	W. J. McKennie	2	0	19	32	....	....
	IDAHO.								
216	Bellevue	High School (dept.)	H. F. Baker	1	0	12	14	6	4
217	Boise City	High School	F. L. Squiers	1	2	30	28	....	....
218	Hailey	do	C. W. Powers	1	1	35	23	0	0
219	Lewiston	do	C. A. Forsman	1	0	25	20	1	2
220	Moscow	High School (dept.)	M. M. Lane	1	0	0	9	....	....
	ILLINOIS.								
221	Amboy	High School	I. F. Edwards	1	1	33	41	0	0
222	Arcola	do	G. W. Smith	1	1	26	27	0	0
223	Astoria	do	J. H. Broomal	1	1	14	27	0	0
224	Athens	do	Samuel McBride	1	0	24	30	0	0
225	Atkinson	High School (dept.)	D. Griffin	1	0	13	13	....	....
226	Atwood	High School	G. S. Morris	2	0	27	23	....	....
227	Auburn Park	do	A. S. Hall	2	2	16	35	2	0
228	Augusta	High School (dept.)	Caroline Grote	0	2	18	37	....	....
229	Aurora	High School (East)	G. E. Fellows	3	3	57	110	....	....
230	do	High School (West)	A. V. Greenman	0	8	35	68	1	0
231	Austin	High School	Helen S. Wyllis	0	3	21	51	....	....
232	Barry	do	L. R. Chapin	1	1	14	33	2	1
233	Batavia	do	D. B. Hazen	1	1	6	27	0	0
234	Beardstown	do	A. C. Butler	2	1	27	27	0	0
235	Belleville	do	H. J. Klein	4	0	47	74	....	....
236	Belvidere	High School (North)	S. C. Zinser, M. S.	1	1	22	29	....	....
237	do	High School (South)	J. G. Lucas	1	2	12	33	1	0
238	Bement	High School (dept.)	J. M. Martin	0	2	12	17	....	....
239	Bloomington	High School	A. E. Whitten	2	4	24	114	0	0
240	Brimfield	High School (dept.)	S. J. Bookmyer	1	0	6	10	0	0
241	Bushnell	High School	M. M. Pinckley, superintendent.	1	1	10	24	....	....
242	Byron	do	G. N. Maxwell	1	0	7	17	....	....
243	Cairo	Douglass High School	E. E. Hand	2	2	27	56	....	....
244	do	Sumner High School	W. E. McEwen	1	0	7	11	....	....
245	Camp Point	Maple Wood High School.	J. W. Creekmur	1	1	32	36	....	....
246	Canton	High School	Laura L. Bass	1	1	12	46	....	....
247	Carlinville	do	R. B. Anderson	1	1	25	30	....	....
248	Carmi	do	G. D. Humphrey	2	0	21	21	4	7
249	Carrollton	High School (dept.)	Clyde Slone	2	1	47	64	....	....
250	Carthage	High School	E. S. Combs	1	1	20	25	5	20
251	Centralia	do	Bradford Farmer	1	2	29	50	....	....
252	Cerro Gordo	High School (dept.)	John Loeffler	1	0	5	3	0	0
253	Champaign	High School	E. F. Adams	2	2	44	68	....	....
254	Charleston	do	Helena B. Pierson	0	3	25	59	0	0
255	Chatsworth	do	F. P. Manly	1	1	9	18	....	....
256	Chebanse	do	A. Leachman	1	0	6	14	0	0
257	Cherry Valley	High School (dept.)	O. J. Kern	1	0	9	13	....	....
258	Chester	High School	Julia A. Sebastian	1	2	31	53	3	4
259	Chicago	High School (English)	J. F. Claflin	5	0	96	0	0	0
260	do	High School (Hyde Park).	W. A. McAndrew	8	4	142	252	25	20
261	do	High School (Jefferson).	C. A. Cook	2	2	60	80	6	8
262	do	High School (Lake)	J. E. Armstrong	5	5	28	186	3	1
263	do	High School (Lake View).	C. W. French	4	8	98	201	....	....
264	do	High School (North Division).	O. S. Westcott	7	8	152	432	....	....

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
3	2	7	8	7	6	3	4	2	0	0	17	14	12	4	22	11	13	6	27	15	213
1	1	4	14	27	----	----	----	----	1	----	12	18	11	19	----	----	----	----	4	8	214
----	----	9	14	26	4	1	----	----	----	----	19	32	10	8	12	8	----	----	18	20	215
5	3	5	----	----	----	----	----	----	----	----	6	12	5	12	5	10	----	----	12	14	216
----	----	6	0	0	0	0	0	0	0	0	19	14	8	6	4	3	4	3	8	6	217
0	0	0	8	8	0	0	0	0	0	0	14	10	----	----	14	10	----	----	----	----	218
----	----	4	----	----	----	----	----	----	----	----	4	3	----	----	4	3	----	----	4	3	219
----	----	----	----	8	----	----	----	----	----	----	----	9	----	----	----	----	----	----	----	----	220
0	0	12	----	----	----	----	----	----	----	----	20	25	3	6	9	8	----	----	3	6	221
0	0	8	----	----	----	----	----	----	----	----	5	8	11	9	5	8	----	6	5	4	222
0	0	8	0	0	0	0	0	0	0	0	9	11	2	6	2	6	0	0	1	4	223
5	10	9	4	10	----	----	----	----	----	----	4	6	3	9	4	10	----	----	5	12	224
----	----	3	----	----	----	----	----	----	----	----	5	8	----	----	----	----	----	----	6	6	225
----	----	14	7	5	0	0	0	0	0	0	7	5	7	5	7	5	7	5	7	5	226
5	6	2	7	13	2	0	0	0	2	6	0	2	1	5	2	5	3	10	0	3	227
----	----	11	4	7	0	0	0	0	0	0	6	8	2	8	0	0	2	11	1	25	228
8	15	15	37	83	0	0	0	0	20	30	42	80	9	22	6	11	6	11	22	31	229
2	3	30	16	40	0	0	0	0	0	0	24	9	11	20	11	19	11	20	----	----	230
2	6	6	19	45	0	0	0	0	----	8	13	27	2	11	3	11	4	16	1	5	231
0	0	7	0	0	0	0	0	0	0	0	0	0	2	5	6	9	2	5	7	10	232
0	0	7	0	0	0	0	0	0	0	0	5	4	0	7	----	7	----	----	----	10	233
0	0	7	10	5	0	0	0	0	0	0	13	14	0	7	11	6	3	7	11	6	234
----	----	7	28	40	0	0	0	0	35	38	46	70	46	70	46	70	7	20	46	70	235
----	----	10	15	22	0	0	0	0	0	0	12	13	9	14	4	10	6	7	6	6	236
1	0	11	3	4	0	0	0	0	0	0	8	12	3	8	6	9	----	2	5	8	237
----	----	1	2	2	0	0	0	0	0	0	9	9	2	0	3	2	0	0	2	2	238
0	0	18	10	23	0	0	0	0	2	4	10	57	3	20	5	35	----	----	----	----	239
3	0	0	0	0	0	0	0	0	0	0	6	10	3	0	6	3	0	0	0	0	240
----	----	11	----	----	----	----	----	----	----	----	7	13	10	24	7	13	----	----	----	----	241
----	----	3	0	0	0	0	0	0	0	0	1	5	2	7	1	2	0	0	1	5	242
----	----	9	6	10	0	0	0	0	0	0	19	30	4	15	4	13	0	0	0	6	243
----	----	0	7	11	0	0	0	0	0	0	7	11	----	----	----	----	----	----	----	----	244
----	----	6	10	22	0	0	0	0	4	3	30	32	9	11	12	9	6	7	7	13	245
----	----	11	3	14	0	0	0	0	0	0	12	35	----	11	3	16	----	11	7	21	246
----	----	6	0	0	0	0	0	0	0	0	12	14	4	6	5	7	0	0	4	6	247
3	0	7	5	11	0	0	0	0	0	0	15	12	3	2	6	6	0	0	1	4	248
----	----	9	12	18	0	0	0	0	0	0	19	28	3	9	4	12	3	8	13	18	249
----	----	4	10	30	----	----	----	----	----	----	5	8	----	4	2	4	----	----	----	----	250
----	----	5	8	12	0	0	0	0	8	12	5	10	5	10	6	11	4	8	5	10	251
0	0	7	0	0	0	0	0	0	2	5	2	2	5	5	2	4	0	0	3	4	252
----	----	28	28	35	0	0	0	0	0	0	27	24	10	16	10	23	0	0	7	14	253
2	7	8	5	20	0	0	0	0	0	0	13	13	5	11	2	10	0	0	28	51	254
----	----	5	0	0	0	0	0	0	3	4	7	4	9	4	5	3	3	3	3	2	255
3	2	2	3	4	0	0	0	0	0	0	5	6	3	4	3	4	0	0	3	4	256
----	----	----	0	0	0	0	0	0	0	0	4	5	2	4	4	5	0	0	4	5	257
10	15	13	15	20	0	0	0	0	0	0	13	26	4	9	20	24	4	9	20	30	258
0	0	0	----	----	----	----	----	----	----	----	68	----	28	----	----	----	5	----	30	----	259
14	2	28	130	180	12	16	4	30	20	50	50	90	41	63	68	85	11	1	6	32	260
0	0	19	40	57	6	8	2	7	20	21	24	36	17	20	10	12	10	12	17	20	261
6	4	27	7	48	3	1	0	13	19	65	25	70	2	43	1	26	2	43	2	40	262
----	----	28	29	57	9	3	12	30	29	86	39	90	22	21	19	20	17	21	21	27	263
----	----	49	111	236	21	13	22	65	42	160	87	202	40	128	16	62	19	59	39	132	264

TABLE 6.—*Statistics of public*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	ILLINOIS—cont'd.								
265	Chicago	High School (Northwest Division).	F. P. Fisk	8	4	80	293	....	....
266	....do	High School (South Division).	J. Slocum	7	15	208	652	15	10
267	....do	High School (West Division).	G. M. Clayberg	15	16	291	1,078	40	7
268	Clayton	High School	O. W. Colgate	1	1	20	26	....	....
269	Clinton	....do	Minnie M. Bishop.	1	2	15	41	....	....
270	Cowden	....do	J. A. Reed	1	1	13	27	....	....
271	Danville	....do	L. A. McLouth	2	3	70	145	0	0
272	Davis	High School (dept.)	F. P. Fisher	1	0	13	7	0	0
273	Decatur	High School	C. M. McMahon	3	5	117	184	35	40
274	Dekalb	....do	J. T. Bowles, supt	1	1	18	23	0	0
275	Delavan	....do	G. A. Franklin	1	2	24	28	0	0
276	Downers Grove	High School (dept.)	Harriet F. Yakely.	0	1	6	10	....	....
277	Durand	....do	Annie C. Wright	0	1	13	27	....	....
278	Earlville	High School	M. M. Alden	1	1	20	40	....	....
279	East Dubuque	High School (dept.)	L. L. Lightcap	0	4	16	18	....	....
280	East St. Louis	High School	C. L. Manners	2	2	7	31	....	....
281	Edinburg	....do	J. W. Carle	2	0	24	24	7	5
282	Effingham	....do	I. A. Smothers	1	1	18	24	0	0
283	Elgin	....do	K. D. Harges	1	3	42	95	0	0
284	Elizabeth	....do	Richard Rogers	1	0	15	20	0	0
285	Elmwood	....do	W. J. Pringle	1	1	15	30	....	....
286	Englewood	....do	O. T. Bright	6	8	157	323	....	....
287	Eureka	....do	W. C. Warfield	1	1	19	31	....	....
288	Evanston	....do	H. L. Boltwood	2	4	110	157	8	5
289	Farmer City	....do	C. C. Corey	2	0	29	24	....	....
290	Farmington	....do	R. V. De Graff	1	1	22	45	0	0
291	Forrest	....do	J. C. Mountjoy	1	0	6	16	....	....
292	Forreston	High School (dept.)	W. P. Gochenour	1	1	25	26	0	0
293	Freeport	High School	F. A. Roseburgh	2	3	54	78	2	0
294	Fulton	....do	J. E. Bittinger	1	1	11	23	....	....
295	Galena	....do	J. A. Williams	1	3	29	46	5	7
296	Galesburg	....do	Mary E. Gettenry.	5	0	57	115	....	....
297	Galva	....do	F. W. White	2	1	33	42	....	....
298	Geneseo	....do	Ada M. Schuabele.	1	2	23	39	....	....
299	Geneva	....do	C. R. Cross	1	1	20	27	....	....
300	Genoa	....do	D. M. Gibbs	1	0	3	4	0	0
301	Gibson City	....do	J. D. Shoop	1	1	23	39	0	0
302	Gilman	....do	F. E. Hobard	2	1	21	25	....	....
303	Golconda	....do	G. A. Weldon	1	0	8	10	....	....
304	Grayville	....do	W. A. Mussett	1	0	5	23	....	....
305	Greenville	High School (dept.)	D. W. Lindsay	1	2	27	33	0	0
306	Greenview	....do	J. S. Brazier, A. B.	1	3	15	19	....	....
307	Griggsville	High School	W. R. Hatfield	1	1	16	59	2	0
308	Hamilton	....do	M. Blanche Griffin.	0	2	13	35	....	....
309	Harvard	High School (dept.)	J. L. Curts	1	1	15	32	....	....
310	Havana	High School	Ettie L. Smith	1	1	21	21	0	0
311	Henry	....do	J. W. Hartnett	2	0	20	25	....	....
312	Highland Park	....do	E. W. Chase	1	1	16	41	0	0
313	Hillsboro	....do	H. M. Anderson	1	2	36	24	0	0
314	Hinsdale	....do	J. S. Stanley	2	0	7	19	....	....
315	Ipava	....do	J. E. Luckey	1	0	16	23	1	1
316	Jacksonville	....do	Virginia Graves	2	3	31	115	....	....
317	Jerseyville	....do	J. Pike	3	0	78	84	....	....
318	Joliet	....do	Q. L. Manchester	2	3	50	100	....	....
319	Kankakee	....do	C. W. Groves	1	3	34	66	0	0
320	Lacon	....do	I. M. Ong	1	1	15	18	....	....
321	Lanark	....do	F. T. Oldt	1	1	36	45	5	2
322	La Grange	....do	H. W. Thurston	2	2	27	48	3	1
323	Lena	....do	C. F. Philbrook	1	0	10	12	2	0
324	Le Roy	High School (dept.)	J. W. Tavenner	1	1	19	37	0	0
325	Lewistown	High School	J. W. Adams	1	1	15	27	....	....

high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
....	....	28	53	183	0	0	5	19	22	91	47	146	13	75	14	51	14	51	13	75	265
25	20	91	122	287	15	10	30	135	41	220	94	150	45	125	42	83	45	82	48	127	266
....	....	130	235	790	40	7	15	153	39	232	139	479	74	270	41	202	41	202	74	270	267
....	....	0	13	17	0	0	0	0	0	0	20	26	....	5	1	5	....	....	1	5	268
....	....	13	8	26	0	0	0	0	0	0	8	26	4	13	4	13	4	13	4	13	269
....	....	....	....	....	....	....	....	....	....	....	3	4	3	4	4	5	....	....	4	5	270
4	12	15	40	70	0	0	0	0	0	0	45	67	5	10	10	20	13	23	19	26	271
0	0	0	0	0	0	0	0	0	0	0	1	3	0	0	....	2	0	0	0	0	272
....	....	33	36	40	6	0	0	0	25	40	90	125	14	35	57	55	12	13	11	35	273
0	0	5	0	0	0	0	0	0	0	0	18	23	18	23	18	23	0	0	18	23	274
0	0	3	21	24	0	0	0	0	0	0	12	20	4	5	1	5	....	2	3	6	275
....	....	....	1	2	0	0	0	0	0	0	5	10	5	9	5	9	0	0	5	10	276
....	....	8	....	....	....	....	....	....	....	....	8	17	2	6	2	6	....	....	8	14	277
....	....	14	0	0	0	0	0	0	0	0	3	4	4	12	2	4	0	0	4	13	278
....	....	4	0	0	0	0	0	0	0	0	4	6	2	4	3	5	....	....	2	5	279
....	....	4	0	0	0	0	0	0	0	0	4	27	2	4	2	4	0	0	1	10	280
....	....	6	12	10	0	0	0	0	0	0	16	19	7	5	11	9	0	0	11	9	281
0	0	10	8	16	0	0	0	0	0	0	10	16	3	9	3	9	0	0	7	9	282
....	....	14	15	47	0	0	0	0	5	16	8	20	2	20	2	20	4	5	4	12	283
0	0	4	0	0	0	0	0	0	0	0	10	5	0	0	10	5	0	0	0	0	284
....	....	5	6	8	0	0	0	0	0	0	10	14	6	7	7	10	8	10	6	8	285
....	....	26	130	249	....	....	....	....	27	74	88	150	43	111	7	22	19	40	58	142	286
....	....	6	0	0	0	0	0	0	0	0	15	7	3	5	3	3	0	0	13	11	287
25	45	24	67	93	5	2	....	6	4	20	34	39	12	18	28	38	0	0	9	23	288
....	....	3	15	13	0	0	0	0	3	2	16	12	6	5	5	7	....	....	....	....	289
1	1	3	0	0	0	0	0	0	0	0	6	10	1	10	7	12	0	0	3	10	290
3	5	6	0	0	0	0	0	0	0	0	4	5	4	5	2	11	4	11	3	11	291
0	0	8	0	0	0	0	0	0	0	0	3	5	4	4	2	2	0	0	3	4	292
0	0	10	23	30	0	0	0	0	13	14	31	48	6	16	5	7	2	9	12	23	293
....	....	5	0	0	0	0	0	0	0	0	4	9	3	8	3	6	4	4	4	4	294
....	....	8	8	7	0	0	0	0	0	0	16	26	5	11	5	7	0	0	7	8	295
....	....	41	40	90	0	0	0	0	0	0	31	58	16	26	16	26	5	11	31	58	296
1	3	14	22	33	0	0	0	0	0	0	18	20	7	7	9	11	4	11	4	11	297
....	....	4	8	17	0	0	0	0	0	0	14	20	8	10	7	12	1	5	4	4	298
....	....	....	0	0	0	0	0	0	0	0	4	6	4	6	4	5	4	5	5	5	299
0	0	6	0	0	0	0	0	0	0	0	3	4	3	4	3	4	0	0	....	....	300
0	0	6	0	0	0	0	0	0	0	0	16	29	8	14	4	6	0	0	6	19	301
....	....	4	1	6	0	0	0	0	0	0	7	10	4	4	4	4	1	3	1	3	302
....	....	6	0	0	0	0	0	0	0	0	7	6	1	4	1	4	0	0	7	6	303
....	....	6	0	7	0	0	0	0	2	5	3	16	2	12	0	7	0	0	0	0	304
0	0	16	0	0	0	0	0	0	0	0	12	15	7	9	7	9	7	9	7	9	305
....	....	5	0	0	0	0	0	0	0	0	3	6	....	5	....	5	0	0	2	3	306
0	0	9	0	0	0	0	0	0	0	0	7	16	3	8	4	8	7	14	6	9	307
....	....	7	0	0	0	0	0	0	0	0	13	25	2	3	3	22	0	0	13	35	308
....	....	8	3	5	0	0	0	0	0	0	8	14	3	5	3	5	0	0	4	12	309
0	0	8	3	8	0	0	0	0	0	0	9	12	3	5	9	12	5	3	3	5	310
....	....	6	....	....	....	....	....	....	....	....	8	10	2	3	4	5	....	....	7	8	311
0	0	4	8	20	0	0	0	0	0	0	12	26	1	5	3	8	0	0	2	11	312
0	0	0	3	18	0	0	0	0	0	0	20	21	18	16	18	16	0	0	14	16	313
....	....	7	7	13	0	0	0	0	0	0	4	9	5	9	....	....	....	....	8	14	314
2	0	5	2	4	0	0	0	0	....	....	4	9	2	3	3	5	0	0	3	6	315
....	....	17	15	55	0	0	1	1	8	54	21	62	12	41	4	18	2	19	13	45	316
....	....	26	14	8	....	....	2	10	18	16	40	30	30	33	50	40	14	12	14	14	317
....	....	17	25	68	0	0	0	0	9	16	17	35	11	37	11	37	1	13	17	37	318
0	0	0	....	....	0	0	0	0	0	0	32	16	4	5	24	18	4	6	24	18	319
....	....	....	4	1	0	0	0	0	0	0	2	2	5	1	4	1	....	....	4	1	320
3	0	10	8	12	0	0	0	0	7	3	14	30	7	3	10	8	0	0	7	3	321
19	38	10	21	37	3	1	0	0	5	17	8	20	10	8	3	5	3	5	1	10	322
....	....	13	8	8	....	....	....	....	....	....	6	8	5	6	5	8	....	....	7	6	323
0	0	4	9	26	0	0	0	0	0	0	4	14	....	7	0	0	1	4	4	6	324
....	....	2	9	11	0	0	0	0	0	0	3	11	0	3	3	11	1	3	3	8	325

TABLE 6.—*Statistics of public*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	ILLINOIS—cont'd.								
326	Lexington	Lewiston	M. F. Bovard	1	1	17	34	2	2
327	Lincoln	do	A. M. Miller	0	4	37	67	....	....
328	Litchfield	do	Jennie F. Rogers	2	1	35	66	0	0
329	Lockport	do	Charles Curtis	0	5	21	23	....	....
330	Loda	do	J. K. Yoder	1	1	36	23	....	....
331	Macomb	High School (dept.)	John McClenahan	2	0	15	55	2	5
332	Marengo	High School	C. W. Hart	1	1	30	32	....	....
333	Maroa	do	B. F. Shipley	1	0	9	11	9	11
334	Marseilles	do	J. P. Yoder	1	1	20	32	0	0
335	Marshall	do	L. A. Wallace	1	1	29	33	....	....
336	Mason City	do	E. A. Naylor	0	3	21	32	0	0
337	Mattoon	do	Mary A. Pont	0	2	25	58	....	....
338	Mendota	High School (Blackstone.	William Jenkins	1	2	17	26	0	0
339	Meredosia	High School	B. E. Decker	1	0	20	21	....	....
340	Metamora	do	J. S. Ward	1	1	11	19	....	....
341	Metropolis City	do	J. M. Bowlby	2	1	28	62	0	0
342	Milford	do	Frank Harry	1	1	14	13	....	....
343	Minier*	do	T. S. Davy	1	1	13	20	....	....
344	Minonk	do	L. J. Hancock	1	1	16	36	0	0
345	Moline	do	B. C. Caldwell	3	3	37	105	....	....
346	Momence	do	H. P. Little	1	1	12	30	0	1
347	Monmouth	do	W. D. McDowell	1	1	35	55	....	
348	Monticello	do	F. E. Auten	2	0	24	12	....	....
349	Morris	do	George Blount	1	2	15	55	....	....
350	Morrison	High School (dept.)	M. F. Miller	1	2	25	40	2	4
351	Mount Carmel	High School	M. J. Stevenson	1	1	20	15	3	1
352	Mount Carroll	do	W. A. Pratt	1	1	32	52	....	....
353	Mount Pulaski	do	William Mines	1	2	14	22	....	....
354	Mount Vernon	do	S. B. Whittington	1	1	8	20	....	....
355	Naperville	do	R. F. Bunnell	1	0	12	20	....	....
356	Nashville	do	L. Bernventer	2	0	8	17	....	....
357	Nauvoo	do	C. E. Smith	3	3	20	30	....	....
358	Newman	do	J. L. Hughes	1	1	44	41	....	....
359	Newton	do	N. S. Scovell	1	1	20	24	0	0
360	Nokomis	do	W. B. Davis	1	1	20	25	....	....
361	Normal	do	H. S. Hoffman	0	2	7	12	0	0
362	Nunda	High School (dept.)	S. M. Grimes	1	1	4	18	0	0
363	Oakland	High School	John Snyder	1	1	30	30	....	....
364	Oak Park	do	W. H. Clemens	1	3	48	73	13	11
365	Odell	do	Fred Barton	1	1	15	10	....	....
366	Olney	do	H. W. Shryock	3	1	18	52	0	0
367	Oregon	do	Mattie E. McCall	1	2	31	50	0	0
368	Oswego	High School (dept.)	A. W. Merrill	1	0	11	12	0	0
369	Ottawa	High School	J. O. Leslie	5	5	106	150	12	12
370	Pana	High School (east)	W. T. Gooden	1	1	5	25	0	0
371	do	High School (west)	L. S. Ham	1	1	21	26	....	....
372	Paris	High School	A. Harvey	1	3	34	76	17	38
373	Paxton	do	T. L. Evans	1	1	19	28	....	....
374	Payson	do	N. J. Hinton	1	0	25	28	0	3
375	Pocatonica	do	Lewis Goodrich	1	1	22	24	....	....
376	Pekin	do	Annie S. Newman	0	3	22	53	0	0
377	Peoria	do	A. W. Beasly	6	4	125	300	....	....
378	Peotone	do	C. V. McReynolds	1	1	5	5	....	....
379	Peru	do	F. W. Smedley	2	2	24	47	....	....
380	Petersburg	do	J. E. Alexander	2	0	25	36	....	....
381	Pittsfield	do	George Selby, A. M.	1	2	47	50	3	1
382	Plano	do	W. McFarlane	1	1	17	19	....	....
383	Polo	do	R. W. Burton	1	3	31	41	....	....
384	Princeton	do	H. C. Forbes	1	2	45	47	....	....
385	Rantoul	do	S. R. Kyle	1	1	15	16	....	....
386	Ridge Farm	High School (dept.)	J. H. Moore	1	0	8	10	....	....
387	Robinson	do	D. W. Creekmur	1	2	20	30	0	0

high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	0	7	5	17	0	0	0	0	0	0	8	7	8	7	4	3	4	3	10	15	326
....	....	10	10	15	0	0	0	0	0	0	30	40	5	12	7	10	2	10	15	30	327
0	0	4	26	36	0	0	0	0	0	0	14	14	3	3	4	2	10	4	0	18	328
...	....	9	4	12	0	0	0	0	0	0	14	14	9	3	8	6	5	5	8	3	329
....	....	6	3	3	....	....	....	....	....	....	9	12	6	3	6	8	....	....	3	4	330
0	0	20	2	17	0	0	0	0	0	0	10	26	1	14	1	14	4	16	4	16	331
....	....	13	2	8	0	0	0	0	0	0	14	16	6	18	8	9	5	13	6	19	332
....	....	7	0	0	0	0	0	0	0	0	9	11	9	11	9	11	9	11	9	11	333
2	1	3	10	14	0	0	0	0	0	0	10	18	10	14	10	14	0	0	....	....	334
....	....	4	....	....	0	0	0	0	0	0	8	18	2	5	5	9	2	5	....	....	335
0	0	17	9	16	0	0	0	0	0	0	17	28	4	7	10	8	4	13	9	11	336
8	6	10	11	17	0	0	0	0	0	0	18	47	9	26	5	10	0	0	5	16	337
7	2	4	5	8	0	0	0	0	3	2	7	8	4	6	4	8	0	0	4	6	338
....	....	6	0	0	0	0	0	0	0	0	8	12	10	7	10	7	0	0	5	4	339
....	....	6	0	0	0	0	0	0	0	0	3	8	2	5	2	4	0	0	0	0	340
0	0	1	0	0	0	0	0	0	0	0	15	20	3	5	5	15	4	5	10	15	341
....	....	5	....	....	....	....	....	....	....	....	7	8	2	3	6	4	....	....	5	3	342
....	....	1	....	....	....	....	....	....	....	....	1	9	2	....	1	9	2	....	5	5	343
0	0	1	1	15	0	0	0	0	0	0	12	28	3	9	2	9	0	0	11	16	344
....	....	16	15	25	0	0	0	0	0	0	35	45	12	22	18	21	2	10	37	105	345
8	12	10	8	16	0	0	0	0	0	0	10	21	3	12	3	12	0	0	2	12	346
....	....	11	21	30	0	0	0	0	0	0	29	44	6	11	15	16	0	0	0	0	347
....	....	3	6	8	0	0	0	0	0	0	13	7	3	1	3	4	5	1	11	7	348
....	....	12	2	6	0	0	0	0	0	0	4	15	4	8	3	12	4	8	4	8	349
2	2	11	*5	5	0	0	0	0	0	0	7	9	4	9	6	11	4	4	6	5	350
3	2	0	2	2	0	0	0	0	0	0	6	8	4	2	11	5	0	0	11	9	351
....	....	25	9	17	0	0	0	0	0	0	5	11	9	17	10	18	0	0	9	17	352
14	22	4	0	0	0	0	0	0	0	0	12	14	3	7	3	7	3	7	12	14	353
....	....	0	....	....	....	....	....	....	....	....	8	20	....	....	8	20	....	....	....	....	354
....	....	1	0	0	0	0	0	0	0	0	3	5	....	1	0	0	0	0	....	1	355
....	....	0	5	4	0	0	0	0	0	0	7	12	5	4	5	4	0	0	6	12	356
....	....	....	*3	3	....	....	....	....	....	....	30	30	3	3	11	2	0	0	11	2	357
....	....	7	....	....	....	....	....	....	....	....	12	12	23	5	8	3	....	....	7	7	358
10	12	6	10	12	0	0	0	0	0	0	12	10	12	10	3	3	3	3	4	2	359
....	....	5	4	8	....	....	....	....	....	....	12	19	3	4	3	3	....	....	8	12	360
0	0	2	....	....	....	....	....	....	....	....	7	10	....	....	....	2	....	....	7	10	361
1	0	3	1	3	....	....	....	....	....	....	1	2	....	4	2	4	2	4	2	4	362
....	....	6	1	5	....	....	....	....	....	....	8	12	4	4	12	12	4	5	12	18	363
2	0	18	26	39	5	7	3	3	8	18	29	28	8	30	8	10	....	....	3	18	364
....	....	2	5	1	....	....	....	....	....	....	20	5	5	3	4	2	4	2	7	3	365
0	0	13	2	11	0	0	0	0	0	0	17	30	2	11	6	10	2	11	6	10	366
4	4	11	5	31	0	0	0	0	0	0	4	18	4	7	3	13	5	5	3	13	367
0	0	7	0	0	0	0	0	0	0	0	5	5	2	3	2	2	2	2	2	3	368
....	....	19	50	65	6	6	2	20	20	32	47	63	15	26	20	25	8	4	32	43	369
0	0	0	9	2	0	0	0	0	0	0	4	16	1	14	2	9	0	0	2	9	370
....	....	8	7	5	0	0	0	0	0	0	11	8	8	12	7	5	....	....	7	5	371
17	38	13	34	76	0	0	0	0	0	0	25	53	9	23	11	14	6	9	3	14	372
....	....	....	4	8	0	0	0	0	0	0	6	15	2	9	4	8	0	0	6	15	373
2	0	4	3	1	0	0	0	0	0	0	4	8	2	3	1	4	0	0	4	8	374
....	....	11	0	0	0	0	0	0	0	0	5	14	9	9	9	9	5	6	9	9	375
2	3	22	1	15	....	....	....	....	....	....	12	21	2	27	8	33	0	0	6	16	376
....	....	51	75	175	12	18	0	0	40	60	35	95	20	70	15	45	8	20	6	14	377
....	....	5	3	3	0	0	0	0	2	2	2	1	3	2	....	....	6	3	3	4	378
....	....	6	....	....	....	....	....	....	4	25	6	9	3	7	....	9	1	7	14	24	379
....	....	7	16	32	0	0	0	0	0	0	18	25	7	9	15	20	....	4	15	30	380
7	9	16	20	31	3	1	....	....	....	....	25	35	12	14	7	13	7	13	12	14	381
....	....	6	0	0	0	0	0	0	0	0	8	15	7	12	3	10	0	0	10	6	382
....	....	12	7	8	0	0	0	0	0	0	29	23	10	22	22	12	0	0	3	9	383
....	....	14	23	15	0	0	0	0	13	9	36	39	18	15	0	0	5	4	1	2	384
....	....	4	8	10	0	0	0	0	0	0	7	5	4	3	2	5	0	0	5	7	385
....	....	0	8	10	0	0	0	0	0	0	8	10	8	10	8	10	8	10	8	10	386
2	3	2	6	10	....	....	....	....	....	....	8	12	....	9	2	2	....	....	3	10	387

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	ILLINOIS—cont'd.								
388	Rock Falls	High School	S. A. Maxwell	1	2	13	20	....	....
389	Rockford	do	W. A. Edwards	2	7	68	150	4	8
390	Roodhouse	High School (dept.)	John Gavin	2	0	20	20	4	2
391	Rossville	High School	H. W. Flanegin	1	1	10	25	0	0
392	Rushville	do	M. T. Veatch	1	1	12	38	....	....
393	Sandwich	do	W. M. Wirt	2	0	20	30	1	0
394	San Jose	High School (dept.)	M. Bollan	1	0	8	7	....	....
395	Savanna	do	B. F. Hendricks	1	0	3	15	....	....
396	Shannon	High School	W. D. Smith	1	1	20	28	0	0
397	Shelbyville	do	E. H. Owen	1	1	14	26	3	5
398	Sheldon	do	M. L. Weems	1	1	21	33	....	....
399	Sparta	do	J. M. Nickles	2	1	64	67	....	....
400	Springfield	do	William Helmle	2	6	120	174	4	3
401	Sterling	do	Anna Parmalee	1	3	44	49	0	0
402	Streator	do	R. Williams	2	5	50	180	2	4
403	Sycamore	do	A. J. Blanchard	1	2	26	34	0	0
404	Tallula	do	J. R. Boulware	1	0	10	21	0	0
405	Taylorville	High School (west)	D. O. Withmer	1	1	30	42	....	....
406	Thomson	High School	T. N. Fleming	1	1	18	24	....	....
407	Toulon	High School (dept.)	J. H. Stickney	1	1	9	28	0	0
408	Turner	High School	M. Madison	1	1	7	9	....	....
409	Tuscola	do	W. J. Myers	1	2	35	47	....	....
410	Urbana	do	J. W. Hays	2	1	38	65	....	....
411	Vandalia	do	W. F. Baxter	2	0	15	21	0	0
412	Virden	do	P. M. Silloway	2	0	32	52	0	0
413	Virginia	do	T. W. B. Everhart	1	1	13	25	....	....
414	Warren	do	I. C. Baker	1	3	20	35	....	....
415	Warsaw	do	A. W. Hussey	1	1	12	22	0	1
416	Washburn	do	A. C. Hazen	1	1	21	30	....	....
417	Washington	do	F. L. Calkins	1	2	35	45	....	....
418	Watseka	do	H. F. Rulison	1	1	24	35	....	....
419	Waukegan	do	C. L. Sawyer	1	2	33	58	10	14
420	Waverly	High School (dept.)	Sophia Watson	0	2	12	15	0	0
421	Wheaton	High School	J. R. Rassweiler	1	1	22	33	....	....
422	Whitehall	High School (dept.)	C. H. Andrews	2	0	37	45	0	0
423	Wilmington	High School	G. E. Perry	1	1	20	30	....	....
424	Winchester	High School (dept.)	William Gay	2	0	22	31	....	....
425	Windsor	High School	J. A. Montgomery	0	4	7	21	....	....
426	Winnebago	High School (dept.)	F. H. Chase, M. A.	1	1	10	30	0	1
427	Woodstock	do	J. N. Kelley	0	4	25	29	....	....
428	Yorkville	High School	W. D. Edmunds	1	1	23	21	0	0
	INDIANA.								
429	Amboy	Amboy Academy	J. Z. A. McCaughan	2	0	36	31	....	....
430	Andrews	High School	J. C. Comstock	1	1	23	24	....	....
431	Arcadia	High School (dept.)	M. E. Meartz	1	0	4	3	....	....
432	Argos	do	E. M. Teeple	1	0	18	17	0	0
433	Attica	High School	S. E. Harwood	2	1	18	45	0	0
434	Auburn	High School (dept.)	B. B. Harrison	2	0	27	35	0	0
435	Bedford	High School	C. S. Thomas	2	1	13	50	....	....
436	Bloomington	do	Grace H. Woodburn	1	2	53	73	....	....
437	Bluffton	do	W. P. Burris	1	2	27	59	12	14
438	Boonville	do	C. E. Clarke	1	0	21	18	....	....
439	Bourbon	do	B. McAlpine	1	1	20	28	0	0
440	Brazil	do	T. N. James	2	0	17	43	....	....
441	Bremen	High School (dept.)	H. H. Miller	1	0	12	14	1	0
442	Bristol	High School	J. E. McCartney, A. B.	2	1	18	20	8	9
443	Brookville	do	C. W. McClure	1	2	24	23	....	....
444	Brownstown	do	R. F. Evans	1	0	23	22	23	22
445	Butler	do	Clara E. Kinney	1	1	32	36	0	0
446	Cambridge City	do	A. L. Baldwin	2	1	33	38	....	....
447	Clinton	do	J. H. Tomlin	2	0	15	28	0	0

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	8	0	0	0	0	0	0	0	0	6	13	----	7	6	7	6	6	6	6	388
15	20	37	40	80	0	4	0	0	25	35	31	66	10	44	10	15	10	6	13	14	389
2	0	2	----	----	----	----	----	----	----	----	13	13	0	2	7	5	----	----	----	----	390
4	5	4	6	8	0	0	0	0	4	0	5	11	4	6	4	8	----	----	6	11	391
----	----	13	5	7	0	0	0	0	0	0	12	40	2	10	8	14	6	12	4	11	392
0	0	0	10	25	0	0	0	0	0	0	20	30	6	2	----	----	----	----	15	25	393
----	----	----	0	0	0	0	0	0	0	0	4	4	1	2	1	3	----	----	2	3	394
----	----	14	----	----	----	----	----	----	----	----	6	6	1	13	1	13	----	----	1	13	395
0	0	5	3	3	0	0	0	0	0	0	3	5	8	0	8	10	0	0	12	14	396
1	0	12	4	5	0	0	0	0	0	0	11	15	8	18	4	11	6	8	8	10	397
----	----	5	5	8	0	0	0	0	0	0	12	8	2	4	6	5	2	4	12	8	398
----	----	9	6	4	1	1	0	0	0	0	6	9	5	4	10	13	4	0	0	0	399
15	0	41	55	74	5	4	0	0	20	55	36	72	44	56	21	23	11	8	110	125	400
10	5	16	24	23	0	0	0	0	0	0	27	27	16	19	16	19	8	10	9	10	401
2	0	14	20	40	0	0	0	0	20	60	30	60	20	30	15	35	5	14	18	30	402
4	3	11	0	0	0	0	0	0	0	0	7	8	7	5	7	8	6	6	7	7	403
8	15	4	4	8	0	0	0	0	0	0	8	16	8	2	5	8	0	0	8	2	404
----	----	5	----	----	0	0	0	0	0	0	26	40	12	16	15	24	----	6	18	30	405
----	----	----	0	0	0	0	0	0	0	0	5	8	0	0	5	8	0	0	5	8	406
0	0	3	0	0	0	0	0	0	0	0	8	19	1	9	1	8	0	0	----	6	407
----	----	16	0	0	0	0	0	0	0	0	7	9	7	9	7	9	0	0	0	0	408
----	----	----	12	23	----	----	----	----	9	15	11	18	4	10	8	10	4	8	6	9	409
5	6	13	28	58	0	0	0	0	0	0	28	56	12	17	9	6	0	0	35	61	410
1	0	3	1	5	0	0	0	0	0	0	7	7	1	13	2	4	0	0	2	6	411
0	0	5	13	31	0	0	0	0	0	0	18	32	1	4	10	10	0	0	1	4	412
----	----	5	13	25	0	0	0	0	0	0	10	21	2	10	1	4	0	0	1	10	413
20	25	6	15	18	0	0	0	0	0	0	8	6	6	4	6	4	0	0	4	6	414
1	0	3	4	13	0	0	0	0	0	0	9	8	1	11	3	11	----	----	----	2	415
----	----	11	0	0	0	0	0	0	0	0	2	8	5	6	5	6	0	0	5	6	416
----	----	8	3	8	0	0	0	0	0	0	6	8	3	8	5	5	5	8	4	6	417
----	----	11	6	5	0	0	0	0	0	0	7	10	10	10	4	8	6	5	6	6	418
0	0	8	12	26	0	0	0	0	0	0	12	28	6	6	8	16	0	0	4	18	419
6	14	6	6	14	0	0	0	0	0	0	10	17	3	3	7	9	0	0	5	4	420
----	----	9	0	0	0	0	0	0	4	5	12	17	4	5	7	9	0	0	17	19	421
0	0	25	0	0	0	0	0	0	0	0	12	19	9	16	14	17	0	0	14	7	422
----	----	14	2	8	0	0	----	----	----	----	7	19	2	12	3	13	----	----	5	15	423
----	----	10	6	7	0	0	0	0	0	0	8	5	3	8	8	5	0	0	9	13	424
----	----	0	0	0	0	0	0	0	0	0	1	8	0	0	----	3	0	0	1	8	425
3	4	3	1	4	0	0	0	0	1	5	7	12	0	10	0	7	0	7	4	8	426
----	----	5	----	----	----	----	----	----	----	----	18	23	2	3	3	9	2	3	25	29	427
1	0	9	12	5	0	0	0	0	0	0	18	12	11	12	6	3	----	----	5	7	428
----	----	2	19	17	0	0	0	0	0	0	11	9	11	10	11	10	11	10	11	10	429
----	----	3	----	2	----	----	----	----	4	2	14	8	3	1	3	1	----	----	10	8	430
----	----	----	0	0	0	0	0	0	0	0	3	4	----	----	2	1	----	----	4	4	431
0	0	4	3	6	0	0	0	0	0	0	3	6	1	5	0	0	0	0	1	5	432
0	0	1	2	6	0	0	0	0	2	7	4	16	1	7	1	5	1	3	2	8	433
4	0	7	5	6	0	0	0	0	5	2	20	14	5	2	5	2	5	2	5	2	434
----	----	5	6	26	----	----	----	----	----	----	10	26	0	10	0	10	0	10	6	20	435
----	----	8	51	49	0	0	0	0	0	0	41	59	----	7	1	9	0	0	19	21	436
0	0	9	12	14	0	0	0	0	0	0	10	19	8	8	8	3	8	3	6	10	437
----	----	4	21	18	0	0	0	0	0	0	16	8	7	8	4	7	0	0	1	3	438
0	8	7	0	0	0	0	0	0	0	0	14	16	8	8	7	9	0	0	8	8	439
----	----	40	5	24	0	0	0	0	0	0	15	23	2	2	6	20	----	----	6	20	440
1	0	6	0	0	0	0	0	0	0	0	4	2	----	----	4	2	----	----	4	2	441
10	11	9	8	9	0	0	0	0	7	9	12	13	4	5	8	10	9	5	----	----	442
----	----	5	18	14	0	0	0	0	----	2	11	14	13	11	3	2	0	0	8	6	443
0	0	1	23	22	0	0	0	0	0	0	11	8	2	4	11	8	0	0	2	4	444
12	11	4	14	15	----	----	----	----	----	----	10	11	6	5	9	7	0	0	6	5	445
----	----	10	10	17	0	0	0	0	0	0	23	21	18	21	5	12	5	5	5	5	446
14	27	24	2	12	0	0	0	0	0	0	15	28	1	5	6	18	0	0	1	5	447

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	INDIANA—cont'd.								
448	Columbus	High School	Samuel Wertz	1	2	56	80	....	....
449	Connersville	High School (dept.)	W. F. L. Sanders	1	1	16	30	....	....
450	Corydon	High School	E. S. Hallett	1	2	14	19	5	3
451	Covington	do	H. C. Harry	1	0	3	12	1	1
452	Crawfordsville	do	F. P. Mount	1	2	13	96	0	0
453	Danville	do	H. J. Shafer	1	1	12	20	5	6
454	Decatur	High School (dept.)	Jesse Lewis	1	1	4	16	0	0
455	Delphi	High School	J. M. Culver	2	0	10	22	....	....
456	Dublin	do	W. S. Davis	2	0	22	24	....	....
457	Edinburg	do	F. L. Harris	2	0	21	24	4	2
458	Elizabethtown	do	J. L. Dixon	1	1	14	15	0	8
459	Elwood	do	T. F. Fitzgibbon	1	0	16	9	....	....
460	Evansville	High School (colored)	J. R. Blackburn	1	1	7	8	....	....
461	do	High School	Robert Spear	4	9	164	173	17	6
462	Farmland	do	U. G. Cox	1	0	12	12	....	....
463	Fort Wayne	Central Grammar School (High School dept.)	C. T. Lane	4	6	82	168	....	....
464	Frankfort	High School	J. A. Wood	3	1	43	88	2	2
465	Franklin	do	Kittie E. Palmer	2	2	40	62	....	....
466	Garrett	High School (dept.)	F. M. Mercia	1	3	20	25	....	....
467	Goshen	High School	W. H. Sims	1	2	45	65	....	....
468	Greenfield	do	G. S. Wilson	1	1	22	45	....	....
469	Greensburg	do	G. L. Roberts	2	2	33	77	....	....
470	Hagerstown	High School (dept.)	P. V. Voris	2	0	32	23	....	....
471	Huntingburg	High School	F. S. Morgenthaler	1	0	4	9	....	....
472	Huntington	do	Ella E. Kirtland	1	3	27	55	....	....
473	Indianapolis	High School (No. 2)	G. W. Hufford	3	3	55	126	....	....
474	Jamestown	High School (dept.)	O. B. Hultz	1	0	6	3	....	....
475	Jeffersonville	High School	C. M. Marble	1	2	30	80	....	....
476	Jolietville	High School (dept.)	F. W. Baxter	1	0	6	8	....	....
477	Kendalville	do	F. O. Hester	2	1	18	26	....	....
478	Knightstown	High School (dept.)	O. R. Baker	3	0	19	35	....	....
479	Kokomo	High School	H. G. Woody	2	1	45	52	30	26
480	La Fayette	do	J. A. Zeller	1	3	44	182	....	....
481	La Grange	High School (dept.)	A. J. Johnson	2	1	60	55	9	7
482	La Gro	High School	Walter Pavey	1	1	19	23	....	....
483	La Porte	do	A. G. Hall	5	1	55	78	....	....
484	Liberty	do	P. B. Nye	2	0	26	39	1	1
485	Lawrenceburg	do	T. H. Meek	2	1	21	24	1	1
486	Lewisville	Richsquare Academy	Oliver Steele	1	2	16	20	....	....
487	Ligonier	High School (dept.)	Charles Dolan	1	2	33	35	0	0
488	Lima	High School	C. M. Leib	2	0	16	21	....	....
489	Logansport	do	A. H. Douglass	3	1	45	85	....	....
490	Marion	do	A. W. Moore	2	1	39	69	....	....
491	Martinsville	High School (dept.)	J. R. Starkey	1	3	38	48	....	....
492	Michigan City	do	Edward Boyle	1	2	39	53	6	1
493	Middlebury	High School	J. W. Casper	1	0	15	23	1	1
494	Mishawaka	High School (dept.)	B. J. Bogue	2	1	15	34	1	4
495	Monticello	do	J. W. Hamilton	2	1	22	33	2	6
496	Moorefield	do	D. Culbertson	1	0	14	14	....	....
497	Mount Sterling	High School	I. W. Richards	1	0	18	14	....	....
498	Mount Vernon	do	E. S. Monroe	4	0	27	70	....	....
499	Maurice	do	D. C. Barrett	2	3	69	107	....	....
500	Nappanee	High School (dept.)	B. F. Deahl	1	0	8	10	....	....
501	New Albany	High School	J. P. Funk	1	2	49	60	....	....
502	do	High School, Scribner	W. O. Vance	1	1	16	18	0	0
503	New Castle	High School	C. N. Mickels	2	1	41	62	0	0
504	New Harmony	do	C. H. Wood	1	1	30	40	....	....
505	Noblesville	do	J. F. Haines	3	0	46	55	....	....
506	North Vernon	do	C. N. Peak	1	3	27	29	....	....
507	Oxford	High School (dept.)	M. F. Orear	1	1	6	22	....	....
508	Patriot	High School	J. W. Noel	1	0	15	5	....	....
509	Peru	do	A. D. Moffett	1	3	44	84	....	....

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	17	5	5	0	0	0	0	0	0	4	15	8	9	8	9	0	0	8	9	448
----	----	11	8	15	0	0	0	0	0	0	5	10	8	15	4	7	4	7	4	7	449
2	0	11	12	11	0	0	0	0	0	0	14	19	14	19	14	19	0	10	14	19	450
0	0	8	3	12	0	0	0	0	0	0	8	12	3	12	3	12	0	0	3	12	451
0	5	12	12	55	----	----	----	----	----	5	11	53	5	19	----	----	1	10	13	34	452
----	----	6	6	16	0	0	0	0	0	0	11	14	1	4	3	5	0	0	7	7	453
0	0	11	4	16	0	0	0	0	0	0	4	16	4	16	4	16	4	16	4	16	454
----	----	7	6	10	0	0	0	0	0	0	7	15	2	6	2	4	2	4	4	11	455
----	----	10	22	24	0	0	0	0	0	0	16	20	10	5	10	5	6	4	0	0	456
----	----	5	8	9	----	----	----	----	----	----	11	11	4	3	4	3	2	3	8	7	457
0	2	9	14	15	----	----	----	----	----	----	14	15	----	9	10	9	1	9	10	9	458
----	----	0	14	9	0	0	0	0	0	0	14	5	1	4	----	----	----	----	----	4	459
----	----	----	7	8	0	0	0	0	0	0	5	16	3	----	8	----	----	----	1	7	460
8	0	31	68	88	0	0	0	0	47	72	60	88	25	40	27	41	20	26	36	47	461
----	----	6	9	0	0	0	0	0	0	0	9	6	0	0	6	8	0	0	8	6	462
----	----	23	12	46	2	2	0	0	0	0	25	49	14	27	13	26	4	9	15	41	463
2	0	19	26	48	0	0	0	0	0	0	34	60	17	20	5	15	0	0	17	40	464
----	----	8	35	57	0	0	0	0	0	0	28	42	4	6	20	30	5	7	6	14	465
----	----	8	5	10	----	----	----	----	----	----	5	20	3	10	5	10	----	----	7	12	466
----	----	11	15	13	0	0	0	0	0	0	26	42	6	11	9	12	6	4	8	26	467
----	----	13	22	45	0	0	0	0	0	0	17	37	5	8	6	15	0	0	5	8	468
----	----	15	28	62	0	0	0	0	1	----	17	41	7	16	4	12	5	13	4	12	469
----	----	4	32	23	0	0	0	0	0	0	32	23	32	23	----	----	----	----	----	----	470
----	----	----	4	5	0	0	0	0	1	3	4	3	0	0	0	0	0	0	4	3	471
----	----	4	17	36	0	0	0	0	0	0	22	34	6	16	9	9	6	13	14	26	472
----	----	----	16	34	0	0	0	0	5	25	45	76	6	24	20	30	0	0	10	20	473
----	----	0	0	0	0	0	0	0	0	0	6	3	----	----	1	1	----	----	3	1	474
----	----	13	30	80	0	0	0	0	10	5	18	35	7	25	7	25	0	0	5	10	475
----	----	----	2	1	0	0	0	0	0	0	6	8	1	2	3	3	0	0	4	3	476
----	----	7	7	8	----	----	----	----	8	10	18	10	4	5	1	6	3	----	5	4	477
----	----	2	5	17	0	0	0	0	----	7	10	7	1	11	11	5	1	11	1	11	478
15	26	17	30	26	0	0	0	0	0	0	22	24	14	14	22	24	6	17	14	14	479
----	----	25	2	54	0	0	0	0	10	60	25	48	15	39	6	24	4	22	6	24	480
0	0	23	9	7	0	0	0	0	3	5	48	33	8	4	23	27	23	27	7	5	481
----	----	5	0	0	0	0	0	0	0	0	8	14	2	1	2	1	----	----	2	1	482
----	----	19	10	14	0	0	0	0	16	25	47	59	47	59	54	64	54	64	55	78	483
1	0	4	2	14	0	0	0	0	0	0	24	24	1	8	1	8	1	4	13	4	484
0	0	9	10	25	0	0	0	0	0	0	10	15	----	10	2	5	----	----	----	----	485
----	----	12	10	12	0	0	0	0	0	0	16	20	5	6	----	----	----	----	7	6	486
33	35	9	7	7	0	0	0	0	0	0	14	12	5	7	8	7	1	1	8	6	487
----	----	7	16	21	0	0	0	0	0	0	11	10	8	12	4	5	0	0	6	7	488
----	----	11	8	30	0	0	0	0	0	0	30	56	4	13	4	16	0	11	11	29	489
----	----	5	12	28	0	0	0	0	0	0	4	2	4	10	1	7	0	0	1	2	490
----	----	16	38	48	0	0	0	0	0	0	32	36	6	10	17	16	0	0	6	10	491
15	35	9	39	53	6	1	0	0	25	30	20	36	8	9	8	9	----	----	----	----	492
----	----	2	----	----	----	----	----	----	----	----	5	4	1	2	5	4	2	3	1	8	493
5	10	6	----	5	0	0	0	0	6	14	5	12	5	7	5	7	0	0	5	7	494
----	----	4	6	14	----	----	----	----	----	----	4	8	2	6	4	8	2	6	10	18	495
----	----	----	3	6	0	0	0	0	0	0	6	9	0	0	1	----	0	0	2	4	496
----	----	6	----	----	----	----	----	----	----	----	2	8	3	----	----	----	----	----	13	14	497
----	----	15	5	16	0	0	0	0	22	54	24	58	3	12	4	37	0	0	7	49	498
----	----	22	26	56	0	0	0	0	0	0	47	79	23	38	13	25	10	13	13	25	499
----	----	----	----	----	----	----	----	----	----	----	8	5	----	----	3	5	----	----	8	10	500
----	----	25	22	16	0	0	0	0	0	0	31	33	25	43	7	13	0	0	7	13	501
0	0	2	8	10	0	0	0	0	0	0	12	15	6	8	12	15	12	15	16	18	502
3	8	11	28	40	0	0	0	0	0	0	25	23	11	17	11	14	4	15	4	15	503
----	----	12	10	16	0	0	0	0	0	0	12	14	3	3	6	4	0	0	6	4	504
3	2	17	24	27	0	0	0	0	0	0	32	35	8	6	13	16	8	5	12	14	505
----	----	7	27	29	0	0	0	0	0	0	22	23	5	6	20	24	0	0	27	29	506
6	22	6	6	22	0	0	0	0	0	0	6	16	4	15	3	5	0	0	1	5	507
----	----	0	----	----	----	----	----	----	----	----	15	5	----	----	----	----	----	----	----	----	508
----	----	20	10	8	----	----	----	----	----	----	20	20	12	8	12	8	7	14	4	26	509

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	INDIANA—cont'd.								
510	Petersburg	High school	R. W. Jones	2	0	22	23	....	....
511	Plymouth	do	R. A. Chase	1	1	17	20	....	....
512	Portland	do	G. W. Meckel, B. S.	2	0	16	33	0	0
513	Princeton	do	H. W. Monical	3	0	22	41	7	9
514	Remington	High School (dept.)	Mary A. Johnson	1	1	17	38	0	0
515	Rensselaer	High School	S. E. Sparling	2	0	35	39	....	....
516	Richmond	do	O. L. Kelso	5	3	85	127	....	....
517	Roanoke	do	J. F. Smith	1	1	19	20	....	....
518	Rochester	do	J. F. Scull	1	1	21	28	....	....
519	Rockport	do	V. McKnight	1	1	20	47	....	....
520	Rockville	High School (dept.)	J. A. Miller	1	1	20	39	3	3
521	Salem	do	W. G. Almond	3	0	17	19	0	0
522	Seymour	Shields High School	W. S. Wood, superintendent	1	2	16	35	....	....
523	Sheridan	High School (dept.)	C. A. Peterson	2	0	30	16		....
524	South Bend	High School	E. F. Lohr	2	3	69	116	2	1
525	Spencer	High School (dept.)	Alice Milligan	2	3	29	43	4	2
526	Sullivan	do	W. R. Nesbit	2	0	21	23	....	....
527	Terre Haute	High School	A. L. Wyeth	3	12	181	294	....	....
528	Thorntown	do	A. E. Malsbary	2	0	14	21	10	20
529	Tipton	do	R. M. Recobs	2	0	26	37	....	....
530	Union City	do	Susan G. Patterson	2	2	28	46	....	....
531	Valparaiso	do	Susan M. Skinner	2	2	33	64	....	....
532	Vevay	do	Annie S. Trofelet	1	2	32	51	....	....
533	Vincennes	do	Phillmer Day	2	2	27	84	....	....
534	Wabash	do	Adelaide Baylor	1	3	23	55	....	....
535	Warren	do	D. R. Major	1	0	11	20	....	....
536	Warsaw	High School (dept.)	Emogen Mowrer	1	2	30	63	1	1
537	Washington	High School	W. F. Axtell	3	1	49	77	....	....
538	Waterloo	do	H. H. Keep	1	4	20	25	1	1
539	Williamsport	do	S. C. Hanson	1	0	8	14	....	....
540	Winamac	High School (dept.)	A. T. Reid, A. M.	1	1	27	33	2	1
541	Winchester	High School	H. W. Bowers	4	1	45	66	....	....
542	Wolcottville	High School (dept.)	H. S. Gilliams	1	0	22	21	....	....
543	Worthington	High School	J. V. Zartman	2	0	10	20	1	3
544	Xenia	High School (dept.)	W. E. Alexander	1	0	16	16	3	1
545	Zionsville	High School	M. D. Avery	1	0	20	9	....	....
	IOWA.								
546	Ackley	High School (dept.)	C. H. Cole	1	1	19	43	0	0
547	Adair	High School	J. H. Garber	1	0	20	21	....	....
548	Adel	do	W. J. Dobson	1	2	30	35	....	....
549	Afton	do	A. G. Owen, A. M.	1	3	58	74	....	....
550	Akron	High School (dept.)	I. C. Hise	1	0	2	3	0	0
551	Albia	High School	C. H. Bye	1	2	30	40	5	0
552	Algona	do	W. H. Dixson	1	4	19	42	....	....
553	Allerton	High School (dept.)	G. M. Haliday	2	0	30	45	8	15
554	Alta	do	G. F. Ostrander	1	1	22	26	....	....
555	Ames	High School	M. F. Morgan	1	1	29	39	3	12
556	Anamosa	do	Park Hill	1	1	29	36	10	20
557	Audubon	do	T. L. Hawks	1	1	15	40	....	....
558	Avoca	do	W. C. Davis	1	1	10	20	4	6
559	Bedford	do	William Bell	1	2	37	49	0	0
560	Belle Plain	do	G. W. Samson	1	2	35	53	....	....
561	Bellevue	do	W. H. Bender	1	1	11	17	....	....
562	Birmingham	High School (dept.)	W. C. Kennedy	1	1	21	23	....	....
563	Blairstown	do	L. E. Goodwin	1	1	8	20	....	....
564	Bloomfield	High School	S. J. Finley	2	0	23	42	....	....
565	Bonaparte	High School (dept.)	Annie E. Packer	0	1	30	16	0	0
566	Brighton	High School	A. L. Holiday	1	3	20	25	1	0
567	Brooklyn	do	W. C. Rayburn	1	1	20	30	....	....
568	Burlington	do	E. Poppe	4	4	105	185	....	....
569	Cantril	High School (dept.)	W. A. Cave	1	1	34	22	6	2

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
....	....	2	8	9	0	0	0	0	3	1	9	7	1	2	4	4	0	0	3	5	510
....	....	7	0	0	0	0	0	0	0	0	14	16	6	8	6	7	6	7	7	10	511
0	0	2	11	17	....	....	....	....	....	....	9	18	6	9	6	9	4	5	2	4	512
4	2	16	11	21	....	....	....	....	....	....	22	41	22	41	22	41	....	....	22	41	513
0	0	8	2	10	0	0	0	0	0	0	3	13	2	5	2	6	2	6	3	13	514
....	....	8	13	19	0	0	0	0	0	0	24	22	2	8	2	8	4	4	8	11	515
....	....	10	28	48	0	0	0	0	12	25	67	83	18	26	22	32	3	8	22	27	516
....	....	0	....	....	....	....	....	....	....	....	8	4	....	....	....	....	....	....	8	4	517
....	....	4	13	21	0	0	0	0	0	0	15	23	5	14	5	6	2	2	14	17	518
2	4	....	5	15	0	0	0	0	15	18	10	15	10	4	10	6	6	4	10	6	519
2	0	15	18	39	0	0	0	0	0	0	13	27	4	12	4	14	0	0	12	27	520
3	0	7	12	15	....	....	....	....	....	....	10	13	4	8	4	8	....	....	4	3	521
16	35	9	16	35	0	0	0	0	0	0	15	27	6	26	5	18	0	0	5	18	522
....	....	6	14	6	0	0	0	0	0	0	28	13	2	3	10	2	0	0	12	5	523
1	2	25	22	41	2	3	....	4	23	42	20	50	7	18	24	25	4	18	10	15	524
2	1	10	13	31	0	0	0	0	0	0	12	23	2	8	5	5	0	0	9	17	525
....	....	8	9	14	0	0	0	0	0	0	18	16	2	8	7	6	7	6	0	0	526
....	....	29	51	89	0	0	0	0	60	73	98	111	11	25	35	43	14	13	45	64	527
0	0	6	12	20	0	0	0	0	0	0	14	21	12	20	12	20	0	0	12	21	528
....	....	10	20	22	0	0	0	0	0	0	20	18	1	9	4	2	0	0	1	9	529
....	....	7	9	11	0	0	0	0	0	0	17	18	3	4	3	4	8	12	20	30	530
....	....	16	....	....	0	0	0	0	0	2	6	17	4	11	4	11	4	11	4	11	531
....	....	20	11	8	0	0	0	0	4	5	25	34	7	13	11	13	7	13	15	20	532
....	....	13	4	20	0	0	0	0	....	....	3	14	1	6	7	18	1	7	3	16	533
....	....	20	13	22	0	0	0	0	6	23	13	22	6	20	6	20	4	13	6	20	534
....	....	0	9	19	0	0	0	0	0	0	8	13	....	....	7	8	0	0	....	....	535
2	2	9	15	30	1	1	....	....	....	....	15	30	10	20	10	20	....	....	5	10	536
....	....	10	13	27	....	....	....	....	....	....	12	29	12	29	4	12	4	6	4	12	537
....	....	17	10	5	0	0	0	0	1	2	9	12	2	2	8	3	0	0	7	3	538
....	....	....	7	13	0	0	0	0	0	0	7	9	1	4	....	....	0	0	8	12	539
....	....	4	10	18	0	0	0	0	0	0	12	19	4	10	4	7	4	7	7	12	540
....	....	19	30	47	0	0	0	0	0	0	30	39	15	16	17	18	7	8	16	17	541
....	....	5	11	16	0	0	0	0	0	0	17	17	2	2	5	4	0	0	5	6	542
0	0	4	10	20	0	0	0	0	0	0	10	20	4	1	4	8	0	0	4	8	543
....	....	2	3	3	0	0	0	0	0	0	6	4	....	....	6	4	0	0	6	4	544
....	....	8	6	5	....	....	....	....	....	....	11	4	6	5	5	4	....	....	9	3	545
0	0	5	1	9	0	0	0	0	0	0	8	16	6	11	3	6	0	0	1	4	546
....	....	4	0	0	0	0	0	0	0	0	9	12	0	0	4	2	0	0	4	2	547
....	....	9	1	10	0	0	0	0	0	0	11	17	5	5	8	13	....	....	6	8	548
....	....	22	12	18	0	0	0	0	0	0	40	42	8	14	8	14	8	14	40	42	549
2	3	0	....	....	....	....	....	....	....	....	2	3	....	....	2	3	....	....	2	3	550
....	....	6	4	8	0	0	0	0	0	0	15	20	2	6	5	4	....	3	15	20	551
....	....	5	1	5	0	0	0	0	0	0	11	24	....	5	3	6	1	6	8	18	552
8	15	9	2	7	....	....	....	....	....	....	9	18	2	7	17	20	....	....	2	7	553
....	....	3	0	0	0	0	0	0	0	0	7	16	3	4	7	16	0	0	7	16	554
7	10	....	9	24	0	0	0	0	0	0	12	18	0	0	0	0	0	0	0	0	555
....	....	9	29	36	....	....	0	0	5	8	26	34	3	6	3	6	....	....	5	8	556
....	....	6	2	10	0	0	0	0	0	0	9	40	5	12	4	14	0	0	4	14	557
0	0	8	4	6	0	0	0	0	6	6	5	17	2	6	2	6	0	0	2	6	558
3	1	10	6	24	0	0	0	0	0	0	14	21	2	9	3	7	6	8	6	14	559
....	....	12	4	8	0	0	0	0	0	0	25	30	3	14	3	14	3	14	10	18	560
....	....	11	6	11	0	0	0	0	0	0	4	5	4	7	4	7	0	0	2	6	561
....	....	5	2	2	....	....	....	....	....	....	3	2	....	....	3	2	....	....	2	2	562
....	....	3	....	....	....	....	....	....	....	....	8	20	....	....	8	20	....	....	8	20	563
....	....	13	5	16	0	0	0	0	0	0	8	12	4	9	8	12	4	9	8	12	564
4	5	2	2	6	0	0	0	0	0	0	10	14	1	1	4	8	0	0	4	8	565
....	....	2	....	....	....	....	....	....	....	....	7	9	3	2	5	7	....	....	8	8	566
....	....	12	20	30	0	0	0	0	0	0	15	25	5	5	7	13	5	5	7	13	567
....	....	12	70	72	....	....	....	....	70	78	40	50	25	28	7	8	12	13	40	41	568
0	0	12	....	....	....	....	....	....	....	....	12	6	....	....	12	6	....	....	16	12	569

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	IOWA—continued.								
570	Carroll	High School	J. L. Rose	1	0	4	8	....	....
571	Carson	High School (dept.)	J. W. W. Laird	1	0	16	17	....	....
572	Cedar Falls	High School	O. J. Laylander	1	7	25	47	....	....
573	Cedar Rapids	do	Abbie S. Abbott	0	10	90	207	20	60
574	Centreville	do	H.C.Hollingsworth	1	1	27	48	....	....
575	Chariton	do	L. B. Carlisle	1	1	28	44	....	....
576	Charles City	do	G. S. Dick	2	4	38	71	....	....
577	Cherokee	High School (dept.)	J. C. Yocum	1	3	45	66	....	....
578	Clarksville	do	E. M. Green	1	2	37	43	0	0
579	Clear Lake	High School	F. I. Drake	1	1	44	32	....	....
580	Clinton	do	Julia J. Sweet	0	5	41	118	....	....
581	Colfax	do	S. B. Montgomery	1	2	20	27	....	....
582	Corning	High School (dept.)	I. P. Clark	1	1	28	45	0	5
583	Correctionville	High School	A. E. Clarendon	1	1	28	29	....	....
584	Corydon	High School (dept.)	Louis Begeman	1	1	25	45	0	1
585	Council Bluffs	High School	F. A. Hyde	2	3	48	125	....	....
586	Cresco	High School (dept.)	E. G. Cooley	1	2	29	30	0	0
587	Creston	High School	O. E. French	1	3	74	147	....	....
588	Davenport	do	F. E. Stratton	3	5	129	200	6	16
589	Decorah	High School (dept.)	C. M. Boutelle	2	2	17	31	....	....
590	Denison	do	C. K. Dukes	1	1	26	33	3	7
591	Des Moines	Forest Home High School (dept.)	O. E. Smith	1	2	19	20	....	....
592	do	Forest Home (east)	F. E. Plummer	2	4	50	190	5	13
593	do	Forest Home (west)	Celia Ford	3	5	90	178	....	....
594	De Witt	Forest Home	C. E. Schlabach	1	1	20	37	....	....
595	Dow City	Forest Home (dept.)	Ida A. Mosher	0	1	5	14	....	....
596	Dows	Forest Home	J. R. McCullom	1	1	14	20	0	0
597	Dubuque	do	David Compton	2	5	75	153	....	....
598	Eagle Grove	do	J. G. Grundy	1	2	19	30	0	0
599	Eddyville	do	M. D. Hayes	1	1	6	18	....	....
600	Eldon	do	F. S. Robinson	1	2	23	32	0	0
601	Eldora	do	C. F. Woodward	1	2	31	46	0	0
602	Elkader	do	J. E. Webb	2	1	29	30	0	0
603	Emmettsburg	do	H. S. Gemmill	1	1	11	13	....	....
604	Essex	Forest Home (dept.)	David Williams	1	0	1	2	1	1
605	Estherville	Forest Home	H. H. Davidson	1	1	16	22	....	....
606	Fairfield	do	S. C. Irving	1	1	12	18	....	....
607	Farmington	do	J. F. Anderson	1	1	18	20	....	....
608	Farragut	do	J. C. King	1	0	10	15	....	....
609	Fayette	do	F. H. Bloodgood	1	1	30	85	....	....
610	Fort Dodge	do	E. N. Clarke	2	1	35	70	....	....
611	Fort Madison	Forest Home (dept.)	N.C.Campbell, A.M.	2	3	42	69	....	....
612	Glenwood	Forest Home	H. M. Brayton	1	1	22	32	....	....
613	Grand Junction	Forest Home (dept.)	J. L. Lyon	1	0	17	23	1	0
614	Greenfield	do	A. A. Taylor	1	1	24	46	0	0
615	Grinnell	do	G. W. Cowden, supt.	3	3	60	64	....	....
616	Grundy Center	Forest Home	W. D. Wells	1	1	20	33	4	5
617	Guthrie Center	do	J. H. Brown	2	0	22	33	....	....
618	Guttenburg	do	Sumner Miller, A.B.	1	1	17	15	6	1
619	Hamburg	do	H. A. Simons	1	1	29	25	0	0
620	Hampton	Forest Home (dept.)	S. S. Townsley	2	5	64	96	....	....
621	Harlan	do	A. B. Warner	1	2	24	55	....	....
622	Hull	High School (dept.)	D. M. Odle	1	1	4	15	....	....
623	Humboldt	do	Clarence Messer	2	0	31	34	....	....
624	Humeston	do	J. F. Holiday	1	0	12	13	....	....
625	Ida Grove	do	Sherman Yates	2	0	19	25	....	....
626	Independence	do	Clara M. Travis	2	3	67	68	....	....
627	Indianola	High School	D. R. Michener	1	2	26	40	....	....
628	Iowa City	do	E. L. Porter	2	3	57	90	....	....
629	Jefferson	High School (dept.)	S. M. Mowatt	1	2	21	30	....	....
630	Kellogg	High School	J. A. Callison	1	1	28	29	....	....
631	Keosauqua	do	A. B. Goss, A. M.	1	1	27	33	....	....
632	Kingsley	High School (dept.)	Clara W. Ellis	0	2	27	28	....	....

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																			
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	----	----	----	----	----	----	----	----	----	4	8	4	8	----	----	----	----	4	7	570
----	----	----	3	1	0	0	0	0	0	0	12	13	3	1	4	1	0	0	3	8	571
----	----	20	24	30	----	----	----	----	----	----	12	18	20	32	8	10	----	----	10	10	572
----	----	29	30	80	----	----		----	15	25	60	90	11	30	25	35	9	7	15	20	573
----	----	17	5	10	0	0	0	0	0	0	9	21	7	10	8	14	7	10	8	14	574
----	----	12	7	20	2	1	0	0	0	0	24	32	6	10	6	10	0	0	13	29	575
----	----	10	16	88	0	0	0	0	0	0	----	----	15	13	11	9	11	9	5	24	576
5	9	9	5	9	0	0	0	0	7	9	25	30	5	10	----	----	----	----	25	30	577
0	0	0	1	4	----	----	----	----	----	----	3	3	----	----	6	8	----	----	----	----	578
----	----	12	7	9	0	0	0	0	0	0	3	10	7	5	3	10	0	0	2	6	579
7	16	20	17	56	0	0	0	0	8	38	18	42	11	36	11	36	6	22	5	32	580
----	----	6	----	----	----	----	----	----	----	----	6	8	3	8	8	3	----	----	3	3	581
3	0	5	3	10	----	----	----	----	8	4	30	35	6	15	7	10	4	5	15	25	582
----	----	7	3	7	0	0	0	0	0	0	10	12	4	5	4	5	2	3	4	5	583
3	0	10	2	6	----	----	----	----	----	----	11	19	2	4	5	11	0	0	8	15	584
----	----	15	13	44	----	----	----	----	17	20	25	71	11	29	14	10	1	13	3	16	585
0	0	3	0	0	0	0	0	0	0	0	7	3	3	7	5	2	2	5	1	2	586
----	----	21	26	38	0	0	0	0	0	0	18	34	5	16	10	25	5	16	18	34	587
----	----	49	----	----	----	----	3	11	38	58	68	66	----	----	38	36	----	----	66	61	588
----	----	----	14	11	0	0	0	0	4	15	13	19	6	8	4	5	1	6	2	9	589
----	----	2	0	0	0	0	0	0	0	0	11	13	11	12	7	12	0	0	11	14	590
----	----	----	3	8	0	0	0	0	0	0	15	11	0	0	3	8	0	0	3	8	591
10	40	60	10	30	0	0	0	0	0	0	42	99	11	25	8	23	4	12	15	36	592
----	----	23	30	70	4	5	----	15	12	30	40	50	20	30	3	----	3	11	10	20	593
----	----	15	9	13	0	0	0	0	0	0	5	15	2	13	5	15	2	18	2	13	594
----	----	----	0	0	0	0	0	0	0	0	1	3	1	3	2	3	0	0	2	3	595
0	0	4	0	0	0	0	0	0	0	0	8	5	0	0	2	2	0	0	2	2	596
----	----	35	27	84	0	0	0	0	32	60	41	60	----	----	11	37	7	13	12	38	597
0	0	6	0	0	0	0	0	0	0	0	6	6	1	5	1	5	1	5	1	5	598
----	----	9	0	0	0	0	0	0	0	0	3	10	8	8	8	10	0	0	3	8	599
23	32	7	8	12	0	0	0	0	0	0	6	14	3	6	8	6	0	0	6	14	600
9	18	4	3	7	0	0	0	0	0	0	17	22	1	3	3	5	1	3	2	4	601
4	3	11	0	0	0	0	0	0	29	38	12	11	12	11	7	8	7	8	12	11	602
----	----	2	6	0	0	0	0	0	0	0	11	12	6	0	6	5	0	0	6	6	603
----	----	----	1	2	----	----	----	----	----	----	2	1	1	1	2	1	----	----	----	----	604
----	----	4	0	0	0	0	0	0	0	0	12	14	4	8	7	8	1	3	5	8	605
----	----	5	12	16	0	0	0	0	0	0	12	17	4	7	4	5	0	0	3	9	606
----	----	7	0	0	0	0	0	0	0	0	7	8	4	3	4	3	0	0	3	8	607
----	----	5	1	4	0	0	0	0	0	0	5	8	1	4	1	4	----	----	2	4	608
----	----	20	12	15	----	----	----	----	----	----	15	15	----	----	12	15	----	----	10	12	609
----	----	12	21	58	0	0	0	0	0	0	4	15	3	7	16	20	4	15	6	18	610
----	----	12	2	11	----	----	----	----	----	----	15	20	15	20	22	31	22	31	3	17	611
----	----	7	3	11	0	0	0	0	0	0	19	24	3	8	9	5	3	8	10	11	612
2	0	4	0	0	0	0	0	0	0	0	8	12	5	4	8	12	0	0	8	12	613
0	0	11	0	0	0	0	0	0	0	0	15	22	6	11	6	11	0	0	5	14	614
----	----	21	19	17	0	0	0	0	0	0	60	64	20	21	6	3	0	0	29	26	615
3	1	9	3	2	0	0	0	0	0	0	8	18	5	3	7	7	0	0	4	13	616
----	----	0	7	13	0	0	0	0	0	0	1	9	----	4	----	----	----	----	----	5	617
0	0	6	14	12	0	0	0	0	17	15	14	2	5	1	14	2	0	0	5	1	618
0	0	3	0	0	0	0	0	0	7	4	6	2	4	3	4	----	0	0	5	3	619
----	----	15	12	23	0	0	0	0	0	0	20	30	----	----	10	15	0	0	12	16	620
----	----	7	24	55	0	0	0	0	0	0	8	22	3	13	3	13	0	0	11	33	621
----	----	1	0	0	0	0	0	0	0	0	2	5	0	0	1	----	0	0	3	5	622
----	----	----	----	----	----	----	----	----	----	----	7	17	1	3	1	2	----	----	2	3	623
----	----	5	----	----	----	----	----	----	----	----	12	13	4	2	4	2	----	----	4	2	624
7	3	3	0	0	0	0	0	0	0	0	6	6	1	2	4	2	4	2	6	6	625
----	----	19	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	626
----	----	10	13	13	----	----	----	----	----	----	14	19	6	7	6	7	----	----	7	12	627
----	----	32	13	24	0	0	0	0	0	0	19	48	18	21	11	20	0	0	17	22	628
----	----	11	1	10	0	0	0	0	0	0	21	27	7	7	4	4	4	4	10	16	629
----	----	6	3	5	0	0	0	0	0	0	8	12	2	3	6	8	6	8	6	8	630
----	----	35	12	21	0	0	0	0	0	0	22	26	5	7	9	15	0	0	5	7	631
----	----	5	0	0	0	0	0	0	2	4	4	11	0	0	3	5	0	0	3	5	632

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	IOWA—continued.								
633	Knoxville	High School (dept.)	M. A. Mizzelle	0	3	43	52	....	....
634	Lake Mills	High School	J. F. Staadt	1	0	7	24	....	....
635	Lansing	do	J. B. Knopfler	1	1	9	21	0	0
636	Laporte City	do	J. H. Leighton	1	1	14	19	....	....
637	Le Claire	do	A. E. Baker	1	1	11	14	1	6
638	Le Mars	do	Franc Magness	0	2	18	36	....	....
639	Lenox	do	R. Turney	1	1	9	13	....	....
640	Leon	High School (dept.)	A. L. Lyon	3	0	31	62	0	9
641	Lisbon	High School	W. D. Runkle	1	0	13	23	0	0
642	Logan	High School (dept.)	H. E. Wheeler	1	1	28	41	4	4
643	Lynnville	Lynnville Academy	Arthur Pratt	1	1	12	8	....	....
644	Lyons	High School	M. J. Palmer	1	2	20	52	1	1
645	McGregor	do	Given Griffiths	2	1	27	29	5	7
646	Malcom	High School (dept.)	F. M. Wagoner	1	1	7	13	....	....
647	Malvern	High School	Alma Frazier	0	1	4	10	....	....
648	Manchester	do	S. W. Stookey	1	2	36	42	8	24
649	Manning	High School (dept.)	Sara L. Garrett	0	2	28	32	....	....
650	Mapleton	High School	C. W. Durette	1	0	12	13	....	....
651	Maquoketa	do	C. C. Dudley	1	2	41	52	2	3
652	Marion	do	A. E. Andrews	1	3	51	85	....	....
653	Marshalltown	do	C. A. Taylor	3	5	74	135	4	10
654	Mason City	do	William Wilcox	2	2	33	55	....	....
655	Menlo	do	G. B. Lynch	1	1	26	25	20	15
656	Milton	do	D. L. Newkirk	1	2	65	56	....	....
657	Moingona	do	J. L. Cunningham	1	1	14	20	4	6
658	Montezuma	High School (dept.)	G. W. Bryan	1	1	60	40	2	3
659	Monticello	High School	W. A. Doran	1	2	26	41	....	....
660	Montrose	High School (dept.)	F. H. Glancy	1	1	14	38	....	....
661	Morning Sun	High School	W B. Moffett	1	1	20	30	....	....
662	Moulton	do	F. E. King	2	1	32	21	....	....
663	Mount Ayr	High School (dept.)	J. W. Wilkerson	1	1	35	45	....	....
664	Mount Pleasant	High School	Emma Lucrode	1	2	26	67	....	....
665	Mount Vernon	High School (dept.)	C. A. Torrey	0	4	25	34	....	....
666	Muscatine	High School	E. F. Schall	2	4	60	120	....	....
667	Nashua	do	D. T. Werner	1	1	26	34	0	0
668	Neola	do	W. B. Rowland	1	2	14	26	2	2
669	Nevada	do	L. T. Weld	1	1	23	38	0	0
670	New Hampton	High School (dept.)	F. B. Strike	2	0	15	21	....	....
671	Newton	do	Daniel Miller	1	2	40	45	....	....
672	Northwood	High School	H. A. Dwelle	1	1	17	26	....	....
673	Odebolt	High School (dept.)	J. H. Orcutt	1	1	22	37	....	....
674	Oelwein	High School	F. S. Watson	1	0	12	14	....	....
675	Ogden	do	E. D. G. Culbertson.	3	0	33	42	....	....
676	Onawa	High School (dept.)	A. F. Burton	1	1	20	35	....	....
677	Osage	High School	George Chandler	1	1	42	44	....	....
678	Oskaloosa	do	E. H. White	1	5	57	117	16	64
679	Ottumwa	do	R. A. Metcalf	1	3	38	190	5	5
680	Oxford Junction	High School (dept.)	Aaron Palmer	1	1	10	18	1	1
681	Pella	High School	W. E. Aul	1	1	7	20	....	....
682	Perry	High School (dept.)	Jessie McCaughan	2	1	36	42	....	....
683	Red Oak	High School	H. H. Monlux	1	1	22	46	0	0
684	Riverton	High School (dept.)	M. E. Dailey	1	0	10	11	....	....
685	Rock Rapids	do	E. E. Blanchard	1	2	47	58	6	9
686	Sabula	High School	P. E. Hoadley	1	0	10	24	....	....
687	Sac City	High School (dept.)	H. H. Fellows	1	1	25	25	....	....
688	St. Charles	do	J. D. Phillips	1	1	15	25	....	....
689	Sanborn	High School	W. I. Simpson	1	1	20	30	....	....
690	Scranton	do	E. Bell	1	1	10	20	....	....
691	Seymour	High School (dept.)	J. A. Cozard	1	2	15	20	2	3
692	Shelby	High School	H. A. Field	1	0	16	21	0	0
693	Sheldon	High School (dept.)	W. S. Wilson	1	1	9	23	....	....
694	Shenandoah	High School	A. B. Carroll	1	2	30	50	....	....
695	Sibley	High School (dept.)	W. A. Ferguson	1	2	33	35	8	12

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
....	....	21	16	15	0	0	0	0	0	0	....	....	23	25	16	17	6	6	8	7	633
3	5	5	0	0	0	0	0	0	0	0	3	4	1	4	1	4	0	0	8	4	634
2	0	0	0	0	0	0	0	0	3	1	3	19	5	1	6	2	0	0	4	19	635
....	....	9	....	....	....	....	....	....	....	....	11	19	8	11	8	10	....	....	3	11	636
0	2	0	0	0	0	0	0	0	0	0	6	9	1	5	4	10	0	0	4	10	637
....	....	10	10	20	....	....	....	....	7	5	18	31	12	19	6	5	6	5	6	17	638
....	....	6	....	....	....	....	....	....	....	....	6	12	3	3	6	8	....	....	3	3	639
0	0	5	0	9	0	0	0	0	0	0	18	36	0	5	7	8	0	0	5	13	640
0	0	18	1	10	0	0	0	0	0	0	9	9	9	9	9	9	0	0	0	0	641
0	0	4	4	7	0	0	0	0	0	0	9	13	0	4	4	9	0	0	0	4	642
....	....	4	5	6	....	....	....	....	....	....	....	....	3	3	....	....	....	....	2	2	643
2	3	12	3	10	0	0	0	0	1	5	5	18	1	11	5	18	1	11	5	18	644
....	....	9	9	11	0	0	0	0	13	26	16	15	6	4	5	3	0	0	4	2	545
....	....	0	2	0	....	....	....	....	....	....	2	....	....	....	2	....	....	....	2	7	646
....	....	1	1	1	0	0	0	0	0	0	11	17	2	1	0	0	0	0	5	6	647
10	34	11	14	6	....	....	....	..	15	20	25	35	4	11	4	11	....	....	10	20	648
5	4	9	0	0	0	0	0	0	0	0	11	11	5	4	5	4	0	0	11	11	649
....	....	0	2	2	0	0	0	0	2	2	12	13	2	2	2	2	2	2	12	13	650
3	2	22	10	28	0	0	0	0	13	24	36	45	20	32	15	9	0	0	13	18	651
....	....	18	12	23	0	0	0	0	0	0	25	35	4	14	12	14	0	0	6	15	652
8	6	39	26	19	0	0	0	0	0	0	23	48	11	28	11	28	8	8	19	38	653
....	....	22	12	25	0	0	0	0	0	0	15	30	5	17	8	16	0	0	12	30	654
....	....	14	3	5	0	0	0	0	0	0	21	9	8	8	7	5	0	0	12	12	655
....	....	8	....	....	....	....	....	....	....	....	12	25	4	5	....	....	....	....	....	....	656
2	2	6	....	....	....	....	....	....	....	....	4	4	....	....	10	4	8	4	20	6	657
1	1	17	12	22	....	....	....	....	....	....	15	25	6	11	6	12	6	11	6	12	658
....	....	12	7	13	0	0	0	0	0	0	7	13	5	7	5	7	0	0	5	7	659
....	....	4	2	9	0	0	0	0	0	0	7	19	0	0	3	4	0	0	3	4	660
....	....	3	5	12	0	0	0	0	0	0	10	27	1	5	5	11	1	5	5	11	661
....	....	10	12	11	0	0	0	0	0	0	25	19	7	2	9	5	7	2	25	19	662
....	....	6	3	....	....	....	....	....	....	....	7	13	2	9	4	2	....	....	2	9	663
....	....	14	12	39	0	0	0	0	0	6	19	60	5	9	0	0	5	9	17	36	664
....	....	11	0	0	0	0	0	0	0	0	3	12	5	6	0	0	0	0	5	6	665
....	....	31	18	36	..	..	..	..	6	20	30	70	25	50	25	50	12	24	30	60	666
0	0	6	7	4	0	0	0	0	19	30	15	23	5	8	7	9	4	8	4	9	667
....	....	0	2	2	0	0	0	0	0	0	8	12	0	0	8	12	0	0	14	26	668
9	12	9	7	9	0	0	0	0	0	0	4	7	5	3	8	8	7	10	4	9	669
4	4	8	0	0	0	0	0	0	0	0	4	6	4	6	4	6	0	0	8	10	670
....	....	12	10	5	0	0	0	0	0	0	20	15	11	9	7	5	6	5	12	8	671
....	....	9	0	0	0	0	0	0	0	0	2	5	2	7	2	5	0	0	2	5	672
....	....	6	0	0	0	0	0	0	0	0	14	32	5	8	2	4	0	0	5	10	673
....	....	....	4	6	0	0	0	0	0	0	12	14	4	6	4	6	4	6	12	14	674
....	....	8	....	....	....	....	....	....	....	....	11	23	....	....	....	....	....	....	....	....	675
....	....	8	4	5	0	0	0	0	0	0	10	12	4	5	7	9	0	0	10	12	676
....	....	20	0	0	0	0	0	0	0	0	8	13	7	14	7	14	0	0	8	13	677
14	12	19	16	64	0	0	0	0	0	0	33	70	5	14	16	38	3	2	14	38	678
3	2	24	38	100	0	0	3	22	0	0	20	50	5	25	5	25	3	8	5	25	679
....	....	7	0	0	0	0	0	0	0	0	7	9	0	0	5	6	0	0	5	6	680
....	....	5	0	0	0	0	0	0	0	0	2	7	2	7	2	7	0	0	2	7	681
....	....	13	23	25	0	0	0	0	0	0	52	55	16	20	5	11	5	11	16	20	682
0	0	10	14	29	0	0	0	0	0	0	7	9	5	11	4	10	2	8	2	11	683
....	....	6	6	8	0	0	0	0	0	0	6	8	4	5	6	8	4	5	6	15	684
4	3	6	10	17	0	0	0	0	0	0	12	15	7	10	7	10	7	10	12	15	685
....	....	4	0	0	0	0	0	0	0	0	4	12	0	0	....	8	0	0	....	8	686
2	1	12	5	7	0	0	0	0	0	0	6	8	5	7	6	8	0	0	6	8	687
....	....	....	4	2	....	....	....	....	....	....	6	18	4	2	4	2	....	....	....	....	688
....	....	5	2	14	0	0	0	0	2	6	4	7	1	4	4	7	0	0	4	7	689
....	....	....	....	....	....	....	....	....	....	....	6	4	5	4	4	4	....	....	3	2	690
....	....	7	0	0	0	0	0	0	0	0	14	10	2	....	2	3	....	....	5	7	691
0	0	1	0	0	0	0	0	0	0	0	13	12	0	0	1	2	0	0	0	0	692
....	....	0	5	2	0	0	0	0	0	0	9	23	1	3	1	3	0	0	1	3	693
....	....	12	2	12	0	0	0	0	0	0	30	50	2	6	3	12	5	15	2	4	694
....	....	4	....	....	....	....	....	....	....	....	8	12	....	....	....	....	....	....	8	12	695

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	IOWA—continued.								
696	Sidney	High School	J. A. Farrell	1	1	17	24	----	----
697	Sigourney	High School (dept.)	J. P. Dodds	1	1	16	34	----	----
698	Sioux Rapids	High School	J. E. Durkee	1	1	20	21	3	6
699	Spencer	do	F. E. Willard	1	1	29	34	4	3
700	State Center	do	Lucy Curtis	0	2	10	19	----	----
701	Storm Lake	do	H. G. Lamson	1	2	17	25	0	0
702	Stuart	do	J. Goldsberry	1	2	41	60	10	15
703	Tabor	High School (dept.)	E. H. Hamilton	1	0	14	16	5	4
704	Tipton	High School	A. L. Shattuck	1	1	26	27	----	----
705	Toledo	do	J. B. Young	1	1	24	48	----	----
706	Traer	High School (dept.)	E. H. Griffin	1	5	41	51	2	2
707	Union	High School	W. W. Rodwell	1	0	15	15	----	----
708	Unionville	do	J. S. Stamps	1	1	4	9	1	2
709	Victor	High School (dept.)	S T. May	1	1	6	16	0	0
710	Villisca	do	J. A. McLean	1	2	41	50	----	----
711	Vinton	High School	J. W. McClellan	1	4	45	59	----	----
712	Wapello	High School (dept.)	A. M. M. Dornon	0	3	20	25	0	0
713	Washington	High School	D. W. Lewis	1	2	49	102	----	----
714	Waterloo	High School (East)	Lydia Hunnon	0	4	40	68	2	3
715	do	High School (West)	E. H. Eastman	1	1	22	23	----	----
716	Waukon	High School	C. P. Colgrove	1	1	25	40	----	----
717	Waverly	do	S. H. Sheakley	2	1	38	63	4	5
718	Webster City	do	C. R. Bamber	2	1	30	57	6	8
719	West Branch	do	A. T. Hukill	1	1	30	28	----	----
720	West Liberty	do	J. M. Williams	1	2	35	45	2	2
721	What Cheer	do	H. L. Shattuck, superintendent.	1	1	18	17	2	4
722	Williamsburg	do	C. R. Zimmerman	1	1	28	39	----	----
723	Wilton Junction	do	A. L. Brower	1	1	28	34	----	----
724	Winterset	do	C. H. Carlson	1	2	18	47	----	----
725	Wyoming	High School (dept.)	J. J. Billingsly	1	1	26	26	1	2
	KANSAS.								
726	Abilene	High School (dept.)	Anna Miller	1	2	15	20	1	3
727	Anthony	High School	Hattie Hills	1	1	16	22	0	0
728	Argentine	do	C. S. Easterling	1	0	2	5	----	----
729	Atchison	do	J. T. Dobell	1	2	47	77	----	----
730	Belle Plain	High School (dept.)	D. A. Iliff	1	0	5	4	----	----
731	Beloit	High School	J. W. Hallinger	2	1	38	57	0	0
732	Blue Rapids	High School (dept.)	G. H. Mays	1	2	25	35	----	----
733	Brookville	do	T. J. Robinson	1	0	10	19	0	0
734	Bunker Hill	High School	J. L. Shearer	1	0	2	8	0	0
735	Burlingame	do	John Dietrich	1	1	15	21	0	0
736	Burlington	do	G. W. Martin	1	1	26	39	0	0
737	Burrton	do	N. C. Stott, A. B	1	0	10	11	0	0
738	Caldwell	do	J. F. Clark	1	1	13	14	----	----
739	Cawker City	do	F. C. Perkins	2	0	20	9	3	3
740	Chanute	do	S. W. Black	2	0	28	34	----	----
741	Chapman	do	S. M. Cook	4	2	75	100	3	1
742	Cherryvale	do	S. G. Harris	2	0	14	29	6	4
743	Chetopa	do	E. A. Herod	1	4	25	35	10	20
744	Clay Center	do	E. L. Cowdrick	1	2	32	53	----	----
745	Colby	do	J. W. McDougal	1	1	15	17	0	0
746	Coldwater	High School (dept.)	John Curran	1	1	16	20	----	----
747	Columbus	High School	S. J. Hunter	3	0	29	56	----	----
748	Concordia	do	Harriet L. Bennett	1	1	12	18	8	9
749	Conway Springs	High School (dept.)	I. E. Swain	1	1	15	25	----	----
750	Cottonwood Falls	do	Sadie P. Gresham	0	2	24	23	----	----
751	Council Grove	do	J. M. Rhodes	1	1	25	28	0	0
752	Dodge City	do	L. D. Ellis	1	0	10	15	----	----
753	Downs	High School	D. F. Bacon	1	0	28	28	----	----
754	Ellis	do	A. W. Whelan	1	0	6	16	----	----
55	Ellsworth	High School (dept.)	R. F. Malaby	2	0	5	45	----	----

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
13	0	----	3	10	----	----	----	----	----	----	3	10	3	10	3	10	3	10	3	10	696
----	----	9	2	3	0	0	0	0	0	0	13	23	2	11	8	24	0	0	6	13	697
4	3	8	----	----	----	----	----	----	----	----	14	15	----	----	3	7	----	----	20	21	698
1	0	0	4	6	0	0	0	0	0	0	6	8	4	6	6	8	0	0	4	6	699
----	----	9	----	----	----	----	----	----	----	----	10	19	----	----	----	----	----	----	3	6	700
0	0	2	7	11	----	----	----	----	----	----	9	8	3	1	----	----	----	----	3	1	701
----	----	6	30	40	0	0	0	0	3	3	35	50	10	6	14	20	0	0	18	22	702
4	6	13	----	----	----	----	----	----	----	----	14	16	12	10	12	15	----	----	14	16	703
----	----	13	4	11	----	----	----	----	----	----	12	12	4	4	7	4	7	4	16	8	704
----	----	9	9	26	0	0	0	0	0	0	16	34	3	6	6	17	0	0	3	6	705
1	0	29	16	25	0	0	0	0	10	17	22	31	19	29	13	16	0	0	13	14	706
----	----	3	----	----	0	0	0	0	0	0	4	5	2	2	2	2	----	----	2	2	707
----	----	9	0	0	0	0	0	0	0	0	4	9	4	9	4	9	4	9	4	9	708
0	0	6	0	0	0	0	0	0	0	0	4	11	2	5	2	5	0	0	2	5	709
----	----	8	2	4	----	----	----	----	----	----	12	14	5	11	12	14	2	6	2	6	710
----	----	----	12	18	0	0	0	0	4	7	20	30	11	16	7	13	0	0	11	16	711
2	5	2	3	5	0	0	0	0	0	0	10	20	1	3	0	0	0	0	4	6	712
----	----	22	----	----	----	----	----	----	----	----	33	74	16	28	16	28	10	14	16	28	713
1	5	21	14	20	0	0	0	0	0	0	20	35	25	40	10	12	0	0	10	14	714
----	----	9	10	10	----	----	----	----	----	----	----	----	8	9	5	5	----	----	6	7	715
----	----	14	10	6	0	0	0	0	0	0	10	18	11	10	7	12	6	8	14	16	716
0	0	13	10	20	0	0	0	0	12	24	8	23	4	9	5	4	0	0	4	10	717
10	10	22	11	38	0	0	0	0	0	0	8	16	6	14	8	12	0	0	7	13	718
----	----	6	6	7	0	0	0	0	0	0	12	8	5	5	5	4	0	0	8	3	719
----	----	19	4	4	0	0	0	0	0	0	----	----	0	8	9	15	0	0	8	10	720
0	0	6	7	4	0	0	0	0	0	0	18	12	2	4	6	4	0	0	2	4	721
----	----	9	7	9	0	0	0	0	0	0	28	19	5	4	5	4	0	0	8	8	722
----	----	14	6	7	0	0	0	0	0	0	6	9	8	6	8	6	8	6	12	14	723
----	----	13	7	27	----	----	----	----	----	----	15	31	1	12	1	12	----	----	4	10	724
0	0	5	4	8	----	----	----	----	----	----	4	7	0	2	4	0	----	----	2	6	725
4	6	13	12	18	2	3	0	0	0	0	12	16	5	8	4	4	----	----	10	12	726
0	0	5	2	4	0	0	0	0	0	0	3	5	5	1	7	7	7	7	5	8	727
----	----	1	2	5	----	----	----	----	----	----	2	4	----	1	----	----	----	----	2	5	728
----	----	11	16	50	----	----	----	----	8	14	14	29	9	16	7	12	----	1	2	7	729
----	----	18	----	----	----	----	----	----	----	----	3	4	----	----	5	4	----	----	5	4	730
0	0	14	18	20	0	0	0	0	8	16	15	20	8	6	13	27	4	----	8	8	731
----	----	8	1	8	0	0	0	0	0	0	6	10	----	8	6	10	0	0	6	10	732
0	0	0	0	0	0	0	0	0	0	0	5	10	3	4	8	9	0	0	6	10	733
3	2	2	----	----	----	----	----	----	----	----	2	8	2	----	2	----	----	----	2	8	734
3	5	5	1	8	0	0	0	0	0	0	7	11	2	6	1	5	6	10	4	7	735
5	5	15	5	7	0	0	0	0	14	23	19	29	7	10	7	10	0	0	12	16	736
0	0	0	5	----	----	----	----	----	1	----	5	----	----	----	2	2	----	----	4	1	737
----	----	10	5	7	0	0	0	0	0	0	9	9	1	5	3	5	0	0	8	13	738
0	0	----	6	3	0	0	0	0	3	8	11	5	----	----	6	4	6	2	----	----	739
----	----	12	12	10	0	0	0	0	0	0	28	34	7	6	10	13	0	0	12	13	740
8	0	0	20	10	2	1	----	----	6	5	20	30	12	14	10	10	----	----	15	10	741
2	3	17	14	20	0	0	0	0	0	0	14	20	14	20	5	----	0	0	5	11	742
5	10	12	8	16	----	----	----	----	----	----	25	35	5	12	10	15	----	----	10	15	743
----	----	15	19	39	----	----	----	----	----	----	7	14	6	9	15	9	4	7	15	9	744
8	7	4	0	0	0	0	0	0	0	0	14	3	4	3	10	11	0	0	11	9	745
----	----	0	----	----	----	----	----	----	----	----	8	6	----	----	----	----	----	----	8	6	746
----	----	14	8	20	0	0	0	0	0	0	11	39	8	20	5	10	5	10	4	9	747
5	10	6	9	9	0	0	0	0	0	0	5	6	4	2	6	6	0	0	4	2	748
4	5	5	0	0	0	0	0	0	0	0	15	25	0	0	15	25	0	0	15	25	749
7	5	2	6	5	0	0	0	0	4	4	8	7	4	5	4	5	0	0	5	4	750
8	4	7	8	10	0	0	0	0	0	0	12	11	4	7	9	8	0	0	3	6	751
----	----	2	2	1	0	0	0	0	0	0	6	8	3	3	6	8	0	0	6	8	752
----	----	5	0	0	0	0	0	0	0	0	3	4	0	0	3	4	0	0	7	9	753
1	1	0	----	----	----	----	----	----	----	----	6	9	6	7	2	4	----	----	----	----	754
----	----	11	----	19	0	0	0	0	0	0	5	28	----	8	----	8	----	8	----	11	755

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	KANSAS—cont'd.								
756	Erie	High School (dept.)	C. E. Merwin	1	0	9	33	1	1
757	Eureka	High School	B. B. Baird	1	2	35	60	....	....
758	Florence	do	E. E. Barker	1	0	18	13	0	0
759	Frankfort	do	T. B. Walker	1	0	10	19	....	....
760	Fredonia	do	J. C. Gray	1	1	14	22	12	16
761	Galena	High School (dept.)	Fred Dunn	1	0	12	21	....	....
762	Garnett	High School	Nannie B. Hunter	1	1	17	51	....	....
763	Geneva	High School (dept.)	H. H. Jones	1	1	3	10	....	....
764	Girard	High School	J. W. Weltner	1	1	16	19	....	....
765	Glen Elder	do	T. S. Johnson	1	0	8	7	3	4
766	Goodland	High School (dept.)	T. J. Rush	1	0	8	14	....	....
767	Great Bend	High School	E. B. Smith	1	0	12	22	0	0
768	Grenola	do	J. F. Deal	1	0	10	8	....	....
769	Halstead	High School (dept.)	S. W. McGarrah	2	0	12	16	0	0
770	Hanover	do	W. H. E. Platt	1	0	18	16	0	0
771	Harper	do	Jonas Cook	1	1	15	32	....	....
772	Hays City	High School	L. H. Gehman	1	1	23	22	0	0
773	Herington	High School (dept.)	B. F. Nihart	1	2	20	21	4	5
774	Hiawatha	High School	F. S. Rosseter	1	3	32	65	0	0
775	Holton	do	Oscar Hale	2	0	24	63	1	5
776	Horton	High School (dept.)	H. F. Graham	2	1	30	40	....	....
777	Humboldt	High School	H. R. Estey	1	1	25	35	....	....
778	Hutchinson	do	E. H. Richardson	1	2	37	65	1	0
779	Independence	do	G. D. Morris	2	0	18	22	1	3
780	Iola	do	G. E. Whitehill	1	1	55	58	5	0
781	Junction City	do	S. V. Mallory	1	1	19	26	....	....
782	Kingman	do	Ansel Gridley, jr	1	1	13	30	....	....
783	Lacrosse	do	W. A. Salter	1	0	16	20	....	....
784	Lakin	High School (dept.)	C. S. Caldwell	1	0	2	10	....	....
785	Lawrence	High School	A J. May	2	5	120	207	0	2
786	Leavenworth	do	G. G. Ryan, A. M	2	3	112	192	11	6
787	Leoti	High School (dept.)	J. B. Freeland	1	0	17	21	0	0
788	Lyndon	do	J. Adams	1	0	5	15	2	5
789	Lyons	High School	Ida M. Hodgdon	1	1	26	22	0	0
790	McPherson	High School (dept.)	Addison Ludlum	1	1	14	34	....	....
791	Manhattan	High School	Amy Gerrins	1	1	8	18	2	0
792	Mankato	do	E. M. Brackett	1	1	20	30	0	0
793	Marion	High School (dept.)	D. W. De Lay	1	1	30	31	....	....
794	Marysville	High School	F. W. Turner	3	0	29	35	....	....
795	Morantown	High School (dept.)	L. L. Carter	1	0	5	5	0	0
796	Mulvane	High School	J. V. Colville	1	1	8	8	....	....
797	Neodesha	do	C. M. Light	1	1	20	43	5	7
798	Neosho Falls	High School (dept.)	A. H. Newton	1	0	9	19	....	....
799	Newton	High School	W. S. Allen	1	2	17	32	0	0
800	Osage City	High School (dept.)	E. E. Hench	2	0	20	30	....	....
801	Osborne	High School	Le Roy T. Weeks	1	1	30	46	....	....
802	Oswego	High School (dept.)	Evylin B. Baldwin	1	0	16	39	....	....
803	Ottawa	do	J. R. Wylie	1	2	30	101	....	....
804	Paola	High School	E. A. Farrington	2	1	28	53	0	0
805	Peabody	do	Wm. Wheeler	2	1	36	34	6	5
806	Pittsburg	do	T. P. Bogar	2	1	52	64	7	9
807	Plainville	do	G. M. Brown	1	0	21	29	1	3
808	Pleasanton	High School (dept.)	F. McClellan	2	0	25	35	....	....
809	Pratt	do	J. A. Butcher	1	1	23	46	0	4
810	Reserve	High School	D. O. Nutting	1	0	5	7	4	0
811	Russell	do	L. A. Parke	1	0	5	13	0	0
812	Sabetha	High School (dept.)	I. B. Morgan	1	5	39	46	....	....
813	Salina	High School	C. Y. Roop	2	1	36	74	6	30
814	Sedan	do	C. R. Hendershot	2	0	36	52	1	0
815	Sedgewick	High School (dept.)	H. W. Charles	1	1	20	26	2	2
816	Seneca	High School	L. B. Wright	2	1	39	60	4	3
817	Smith Center	High School (dept.)	J. N. Mosher	1	0	10	20	....	....
818	Solomon City	do	W. W. Reed	2	0	14	29	0	4
819	Sterling	High School	S. B. Todd	1	1	23	29	3	2

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
2	0	11	4	10	0	0	0	0	0	0	5	23	3	9	2	12	----	----	----	----	756
----	----	4	8	12	0	0	0	0	0	0	12	15	5	9	4	6	0	0	12	18	757
0	0	0	0	0	0	0	0	0	0	0	7	6	----	----	7	6	0	0	----	----	758
----	----	8	4	7	0	0	0	0	0	0	10	20	4	7	6	12	4	7	6	12	759
2	6	9	12	16	0	0	0	0	0	0	10	17	5	6	10	12	0	0	4	7	760
----	----	0	1	6	0	0	0	0	0	0	2	3	0	3	1	5	0	0	1	8	761
----	----	11	5	18	0	0	0	0	0	0	11	13	4	12	4	12	4	12	5	18	762
----	----	3	2	8	----	----	----	----	----	----	2	8	----	----	2	8	----	----	----	----	763
5	0	13	12	13	----	----	----	----	4	9	16	19	16	19	6	10	1	2	16	19	764
1	0	0	----	----	----	----	----	----	----	----	----	----	----	----	1	5	----	----	1	5	765
1	4	----	1	4	0	0	0	0	0	0	2	3	----	----	5	11	----	----	1	2	766
0	0	0	3	10	0	0	0	0	0	0	4	11	4	4	2	7	2	7	4	4	767
----	----	0	5	8	----	----	----	----	----	----	10	8	----	----	10	8	----	----	10	8	768
12	16	7	4	7	0	0	0	0	0	0	4	8	1	2	4	5	0	0	4	5	769
0	0	3	0	0	0	0	0	0	0	0	2	1	0	0	9	5	0	0	9	5	770
----	----	7	----	----	----	----	----	----	----	----	9	21	2	7	2	5	----	----	18	25	771
7	6	13	10	8	0	0	0	0	15	16	6	8	13	12	7	6	0	0	5	4	772
----	----	9	3	4	----	----	----	----	----	----	8	9	4	5	5	4	----	----	4	3	773
8	14	8	25	52	0	0	0	0	6	10	5	12	6	20	6	20	6	12	1	8	774
3	4	9	0	0	0	0	0	0	0	0	5	18	2	7	5	18	2	7	5	18	775
----	----	4	5	6	0	0	0	0	0	0	20	35	----	----	3	5	0	0	----	----	776
4	6	11	13	17	----	----	----	----	0	6	13	14	----	6	4	2	----	----		6	777
0	0	9	20	40	0	0	0	0	0	0	34	59	16	20	16	20	2	3	21	32	778
2	0	7	10	12	0	0	0	0	0	0	12	17	3	4	8	9	0	0	10	15	779
1	0	6	20	10	0	0	0	0	7	4	20	16	5	2	17	20	8	2	24	15	780
1	8	13	12	18	0	0	0	0	0	0	14	22	9	4	4	11	0	0	9	4	781
----	----	7	8	25	0	0	0	0	0	0	11	25	5	15	5	15	0	0	13	30	782
----	----	3	2	1	----	----	----	----	----	----	15	6	----	----	2	1	----	----	2	1	783
----	----	----	1	6	----	----	----	----	----	----	2	10	----	----	2	5	----	----	1	4	784
40	55	44	50	75	0	2	5	15	40	55	95	172	23	35	30	50	0	0	115	185	785
6	4	24	46	68	11	6	----	----	----	----	80	128	40	30	40	30	20	15	25	20	786
0	0	0	----	----	----	----	----	----	----	----	4	7	----	----	4	7	----	----	----	----	787
4	10	0	0	0	0	0	0	0	0	0	1	3	1	7	0	0	0	0	1	3	788
8	2	5	10	7	0	0	0	0	0	0	23	20	10	7	7	5	0	0	3	2	789
----	----	10	11	33	----	----	----	----	----	----	9	13	4	19	6	20	----	----	14	33	790
6	8	20	1	3	0	0	0	0	0	0	2	2	0	0	2	5	0	0	2	2	791
20	30	0	7	9	0	0	0	0	0	0	7	9	3	4	3	4	8	4	8	4	792
----	----	7	15	16	0	0	0	0	10	12	20	20	5	2	10	12	0	0	30	20	793
----	----	7	6	9	0	0	0	0	10	14	4	6	3	3	3	4	3	4	18	12	794
5	5	4	----	----	----	----	----	----	----	----	4	4	----	----	4	4	----	----	----	----	795
----	----	2	----	----	----	----	----	----	----	----	8	8	----	----	2	2	----	----	7	7	796
6	8	12	7	17	0	0	0	0	5	7	12	20	5	7	4	4	0	0	5	7	797
----	----	3	3	5	0	0	0	0	0	0	2	8	2	8	2	8	3	7	2	1	798
0	0	----	17	32	0	0	0	0	5	8	10	16	10	16	7	16	2	6	8	10	799
----	----	4	20	30	----	----	----	----	----	----	20	30	20	30	20	30	20	30	20	30	800
----	----	1	0	0	0	0	0	0	8	8	11	21	6	4	0	0	0	0	5	7	801
----	----	4	0	0	0	0	0	0	0	0	2	12	1	4	2	6	0	0	4	13	802
----	----	16	20	72	----	----	----	----	3	4	21	75	5	14	7	20	----	----	4	20	803
28	50	5	9	15	0	0	0	0	9	15	19	88	0	5	19	38	6	4	6	3	804
8	7	14	20	18	0	0	0	0	10	12	25	24	16	14	15	14	8	6	16	15	805
0	0	6	8	10	0	0	0	0	0	0	24	32	4	3	7	9	0	0	24	32	806
0	5	5	3	2	0	0	0	0	0	0	1	9	1	3	6	8	0	0	2	4	807
4	3	6	13	13	4	3	0	0	6	8	20	30	5	5	5	5	0	0	20	30	808
3	4	0	4	3	0	0	0	0	0	0	3	17	0	0	4	8	0	0	3	5	809
----	----	0	5	7	0	0	0	0	0	0	5	7	----	----	----	----	----	----	----	----	810
0	0	6	7	2	0	0	0	0	0	0	2	11	5	2	4	3	0	0	0	0	811
4	8	5	3	11	----	----	----	----	2	4	8	12	4	12	4	12	----	----	4	12	812
4	16	3	8	29	0	0	0	0	6	24	8	26	3	7	14	32	3	7	14	32	813
0	0	5	5	3	2	2	0	0	0	0	6	14	1	4	5	10	0	0	6	14	814
2	0	0	20	26	0	0	0	0	0	0	10	12	4	2	0	0	0	0	10	14	815
----	----	3	5	12	0	0	0	0	12	22	6	15	6	6	1	6	1	5	11	20	816
----	----	1	----	----	----	----	----	----	----	----	6	10	3	7	3	6	----	----	3	6	817
0	1	6	1	11	0	0	0	0	0	0	4	8	1	4	1	5	0	0	4	12	818
5	4	16	6	7	0	0	0	0	8	11	7	5	4	3	11	15	0	0	23	29	819

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	KANSAS—cont'd.								
820	Strong City	High School	G. U. Young	1	1	57	57	....	....
821	Topeka	do	H. G. Larimer	4	4	152	193	87	93
822	Toronto	do	E. E. Kelley	1	0	24	22	....	....
823	Wamego	do	R. W. Pemberton	2	0	20	23	0	3
824	Washington	High School (dept.)	J. W. Dinsmore	1	1	11	19	....	....
825	Waterville	do	C. A. Strong	1	0	9	12	2	2
826	Weir	High School	G. B. Deem	1	1	14	26	0	0
827	Wichita	do	U. P. Shull	2	4	104	199	....	....
828	Wilson	do	Dallas Grover	2	0	19	11	5	0
829	Winfield	do	J. H. Lee	2	1	17	32	....	....
	KENTUCKY.								
830	Adairville	High School (dept.)	William McNeeley	1	0	12	13	0	0
831	Albany	High School	A. L. Rhoton	2	0	15	7	4	0
832	Ashland	do	M. L. Roberts	1	1	15	35	0	5
833	Benton	Benton Seminary	T. B. Wright	1	0	5	6	....	....
834	California	High School (dept.)	Oliver Ogden	1	0	15	18	10	7
835	Carlisle	High School	D. P. Pratt	1	1	23	29	1	0
836	Carrollton	do	C. R. Melcher	2	0	20	15	....	....
837	Cold Spring	Walnut Hill Seminary.	Jessie McClanahan.	0	2	14	16	....	....
838	Corinth	Corinth Academy	R. V. Fletcher	1	0	22	20	....	....
839	Corydon	High School	J. P. W. Brouse	1	1	20	18	....	....
840	Cynthiana	High School (dept.)	C. A. Leonard	1	1	17	35	....	....
841	Dayton	do	R. M. Mitchell	1	1	5	27	....	....
842	Dixon	High School	H. B. Wheeler	1	1	21	23	0	0
843	Elizabethtown	High School (dept.)	H. W. Browder	1	0	12	20	2	4
844	Flemingsburg	High School	G. O. Willet	1	2	35	30	....	....
845	Frankfort	do	S. P. Brouder	1	1	7	31	....	....
846	Ghent	do	W. L. Dicken	1	0	8	18	8	18
847	Hardyville	Union Academy	S. M. Durham	2	0	52	43	....	....
848	Harrodsburg	High School (dept.)	C. W. Bell	1	0	10	5	10	5
849	Hopkinsville	do	C. H. Dietrich	1	2	5	26	....	....
850	Hyden	do	Mary Lewis	1	0	20	18	8	3
851	Lamasco	Lamasco Academy	J. J. Nall	1	0	10	15	....	....
852	Louisville	High School (colored)	J. M. Maxwell	4	0	33	102	0	0
853	do	High School (boys)	Maurice Kirby	10	0	319	0	....	....
854	do	High School (girls)	W. H. Bartholomew.	1	13	0	460	0	6
855	Madisonville	High School (dept.)	T. H. Smith, superintendent.	1	4	52	64	....	....
856	Monroe	Monroe Institute	J. A. Howard	2	0	40	33	0	0
857	Moscow	High School	S. L. Roulhac	1	0	10	10	....	....
858	Mount Sterling	High School (dept.)	W. F. Hibler	0	1	1	21	....	....
859	Newport	High School (Highland).	James McGinniss.	1	0	18	7	6	4
860	do	High School	John Burke, superintendent.	1	4	45	101	....	....
861	Nicholasville	High School (dept.)	T. P. Throop	1	0	20	5	6	3
862	Owensboro	High School	W. A. Hester	1	2	28	70	2	5
863	Paducah	High School (dept.)	G. O. McBroom	2	1	29	85	....	....
864	Paris	do	J. C. Graves	0	2	32	40	2	3
865	Shelbyville	do	B. P. Tevis	1	1	30	20	....	....
866	Williamstown	do	I. G. Robinson	1	2	25	26	4	5
867	Winchester	do	A. C. Fleshman	1	0	12	28	8	5
	LOUISIANA.								
868	Lake Charles	High School	C. H. Bucher	1	0	11	22	0	0
869	New Iberia	do	W. M. Howe	1	1	6	10	0	0
870	New Orleans	High School (boys)	J. V. Calhoun	6	0	250	0	....	....

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	0	2	3	0	0	0	0	0	0	6	7	2	3	2	3	0	0	2	4	820
----	----	35	100	147	0	0	0	0	13	18	110	127	40	50	30	35	22	16	100	140	821
----	----	9	----	----	----	----	----	----	----	----	8	1	----	----	8	1	----	----	8	1	822
----	----	5	----	3	----	----	----	----	----	----	10	11	2	5	7	8	----	----	2	5	823
----	----	5	7	8	0	0	0	0	0	0	7	9	2	3	2	4	0	0	5	5	824
----	----	4	----	----	----	----	----	----	----	----	6	3	----	----	5	3	----	----	5	3	825
0	0	0	2	3	0	0	0	0	0	0	4	14	----	----	2	1	0	0	0	0	826
----	----	10	38	97	0	0	0	0	0	0	72	131	23	36	14	21	3	15	74	136	827
8	0	4	19	11	----	----	----	----	----	----	21	12	21	10	21	12	----	----	4	2	828
----	----	13	13	24	0	0	0	0	0	0	8	111	4	9	3	10	0	0	3	5	829
3	5	0	2	3	0	0	0	0	0	0	6	8	2	1	3	7	----	----	5	11	830
----	----	----	3	1	----	----	----	----	----	----	10	8	----	----	----	----	----	----	----	----	831
0	0	7	10	15	0	0	0	0	0	0	3	2	----	6	----	6	0	0	----	6	832
----	----	----	8	2	----	----	----	----	----	----	10	9	2	1	3	----	----	----	----	----	333
5	11	0	0	0	0	0	0	0	0	0	9	13	7	10	11	14	0	0	14	16	834
0	0	0	3	2	0	0	0	0	0	0	10	15	----	----	----	----	----	----	----	----	835
----	----	9	20	15	0	0	0	0	6	4	14	12	8	3	11	9	4	0	5	4	836
----	----	14	1	13	----	----	----	----	----	----	4	14	1	----	1	----	1	----	14	14	837
16	15	----	3	2	0	0	0	0	4	0	12	10	1	0	2	1	----	----	1	0	838
----	----	16	12	13	0	0	0	0	8	4	20	18	16	20	15	18	18	16	20	15	839
----	----	8	13	----	1	----	1	6	2	4	9	14	2	5	2	5	0	0	3	7	840
----	----	8	5	27	0	0	0	0	0	0	5	27	2	9	2	9	0	0	5	27	841
0	0	2	3	----	----	----	----	----	----	----	6	3	----	----	----	----	----	----	----	----	842
2	0	----	10	13	0	0	0	0	0	0	9	15	6	9	10	16	4	3	4	6	843
----	----	3	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	844
----	----	----	7	31	0	0	0	0	0	0	7	31	7	24	----	7	1	6	7	31	845
0	0	3	----	1	0	0	----	2	0	0	5	14	----	3	----	7	----	4	----	2	846
----	----	----	8	5	0	0	0	0	4	3	18	16	7	5	6	6	2	2	----	----	847
----	----	----	10	5	0	0	0	0	0	0	10	5	----	----	----	----	----	----	1	----	848
----	----	0	----	16	----	----	----	----	----	----	5	26	1	14	----	9	----	----	1	14	849
4	0	0	4	2	----	----	----	----	1	2	10	8	----	----	1	----	----	----	14	6	850
----	----	----	4	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	10	8	851
0	0	20	33	102	0	0	0	0	0	0	33	102	33	102	33	102	0	0	33	102	852
----	----	22	300	----	120	----	0	----	180	----	242	----	91	----	117	----	44	----	25	----	853
----	----	32	----	397	----	----	----	----	----	63	----	357	----	103	----	40	----	132	----	225	854
----	----	8	30	22	0	0	0	0	0	0	30	34	15	16	41	44	30	24	41	43	855
11	7	0	6	2	----	----	----	----	----	----	11	6	----	----	30	14	----	----	4	2	856
----	----	----	----	----	----	----	----	----	----	----	8	3	----	----	8	7	8	7	----	----	857
----	----	6	1	21	0	0	0	0	0	0	3	34	0	6	----	6	----	----	----	----	858
0	0	6	10	7	0	0	0	0	2	0	9	5	8	0	9	2	0	0	9	5	859
----	----	42	24	46	3	4	----	----	32	48	40	52	36	44	18	26	----	----	21	23	860
4	2	----	9	3	3	0	0	0	8	2	12	4	2	0	13	5	0	0	8	4	861
0	0	16	15	53	0	0	0	0	0	0	15	50	15	53	2	14	0	0	13	39	862
----	----	17	5	15	----	----	----	----	----	----	11	37	4	18	11	37	----	----	11	37	863
----	----	16	2	3	----	----	----	----	----	----	2	3	2	3	2	3	----	----	2	3	864
----	----	----	----	----	----	----	----	----	----	----	5	----	5	----	5	----	----	----	30	20	865
----	----	----	16	17	----	----	----	----	----	----	25	26	2	2	8	11	3	4	8	7	866
----	----	----	6	7	----	----	----	----	----	----	5	8	----	----	----	----	----	----	----	----	807
10	0	0	0	0	0	0	0	0	0	0	2	4	2	4	11	22	11	22	----	----	868
0	0	0	6	10	0	0	0	0	0	0	6	10	1	2	6	10	0	0	5	8	869
----	----	53	250	----	0	----	0	----	0	----	200	----	50	----	100	----	100	----	200	----	870

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	LOUISIANA—continued.								
871	New Orleans	High School No. 2 (girls).	Mary Stamps	0	10	0	293	----	----
872	....do	High School No. 3 (girls).	C. Hubbard	----	----	0	186	----	----
	MAINE.								
873	Addison Point	High School	L. C. Haycock	1	1	23	14	----	----
874	Alfred	......do	F. W. Freeman	1	1	23	19	0	0
875	Anson	......do	F. G. Manson	1	3	30	35	6	4
876	Ashland	......do	H. A. Greenwood	1	0	17	23	----	----
877	Augusta	......do	J. H. Parsons	3	2	46	56	12	4
878	Bangor	......do	C. A. Byram	1	7	150	125	----	----
879	Bath	......do	H. E. Cole	2	3	60	105	14	5
880	Belfast	......do	F. W. Chase	1	2	20	48	4	4
881	Berwick	......do	J. H. Maxwell	1	1	7	10	1	0
882	Biddeford	......do	J. P. Marston	2	2	65	81	15	4
883	Bowdoinham	......do	J. A. Cone	1	1	13	41	1	2
884	Booth Bay Harbor.	......do	B. E. Sinclair	1	0	24	18	----	----
885	Brewer	......do	Ella C. Abbott	1	1	24	44	----	----
886	Bridgeton	......do	C. H. Wardwell	2	2	22	40	6	3
887	Brownville	......do	F. S. Hamlet	1	1	23	15	5	2
888	Brunswick	......do	Chas. Fish	1	3	51	58	18	6
889	Bryants Pond	......do	S. A. Thompson	1	1	22	27	----	----
890	Buxton Center	......do	G. H. Larabee	1	1	25	23	3	0
891	Calais	......do	S. E. Webber, A. M.	2	2	35	50	20	7
892	Camden	......do	——— Heath	1	1	14	50	0	0
893	Canton	......do	J. M. Pike	2	2	39	60	0	0
894	Cape Elizabeth	......do	D. W. Hawkes	1	1	37	53	2	0
895	Caribou	......do	W. S. Knowlton, A. M.	1	2	30	80	10	3
896	Castine	......do	Rose E. McIntire	1	1	12	12	----	----
897	Castle Hill	......do	Flora Winslow	0	1	18	17	----	----
898	China	......do	N. A. Webb	0	1	17	20	2	2
899	Corinna	Union Academy	E. E. Calburt	1	1	24	26	4	0
900	Danforth	High School	R. D. McKeen	1	1	35	25	----	----
901	Dennysville	......do	Miss Bailey	1	0	11	13	----	----
902	Dexter	......do	F. A. Spratt	1	1	22	37	2	3
903	Exeter (East)	......do	J. W. Butler	1	0	13	13	----	----
904	Eastport	High School (Boynton).	P. I. Merrill	1	1	9	12	----	----
905	Fairfield	High School	Cyrus Stimson	1	0	14	19	----	----
906	Fort Fairfield	......do	W. L. Powers	1	2	43	72	10	9
907	Gardiner	......do	S. S. Wright	1	3	64	81	13	12
908	Gorham	......do	W. W. Woodman	2	2	30	35	5	4
909	Guilford	......do	F. F. Hayes	1	2	17	16	2	2
910	Hallowell	......do	A. H. Brainard	0	2	35	45	3	7
911	Kennebunk	......do	J. R. Clark	1	1	10	22	3	0
912	Lisbon	......do	C. J. Nichols	1	1	18	22	4	3
913	Livermore	......do	Earnest Chavey	2	0	30	28	----	----
914	Livermore Falls	......do	A. D. Park	1	1	21	23	2	0
915	Machias	......do	A. J. Whitney	1	1	16	28	4	3
916	Machiasport	......do	W. R. Pattangall	1	1	23	30	----	----
917	Madison	......do	C. D. Boothby	1	1	23	32	4	1
918	Mechanic Falls	......do	C. S. Earle	1	1	8	21	0	1
919	Mechanic Falls	High School (North Poland).	F. P. Knight	1	1	26	19	----	----
920	Millbridge	High School	W. H. Dresser	1	0	11	18	0	0
921	Minot	......do	F. P. Morse	1	1	11	19	0	0
922	Monson	......do	C. E. B. Libby	1	1	20	30	4	6
923	Mount Desert	......do	G. W. Earle	1	1	14	16	4	1
924	New Portland	......do	J. S. Williams	1	1	40	60	----	----
925	New Vineyard	......do	E. C. Clifford	1	0	17	14	0	0

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	98	----	293	----	----	----	----	----	0	----	169	----	187	----	94	----	93	----	93	871
----	----	----	0	0	0	0	----	186	0	0	----	145	----	25	----	63	----	25	----	161	872
----	----	----	----	----	----	----	----	----	----	----	6	9	4	3	----	----	----	----	----	----	873
2	0	5	----	----	----	----	----	----	----	----	----	1	2	5	2	4	----	----	2	3	874
1	0	9	20	15	2	----	----	----	----	----	12	15	9	3	10	9	0	0	0	0	875
----	----	----	----	----	----	----	----	----	----	----	13	11	8	5	6	9	----	----	12	15	876
----	----	14	28	37	12	4	13	12	0	0	20	20	20	23	5	23	10	12	30	40	877
----	----	43	95	110	36	9	10	22	15	21	60	66	45	53	60	70	15	21	38	31	878
4	0	25	26	35	15	4	13	28	0	0	21	48	18	8	9	16	9	4	7	16	879
0	0	12	10	31	5	4	----	10	0	0	14	28	4	9	2	12	3	8	5	9	880
----	----	2	2	6	----	----	2	4	----	----	2	4	1	3	----	3	2	1	7	10	881
1	0	44	33	49	15	4	27	39	0	0	17	21	19	23	11	9	9	13	9	13	882
0	0	10	4	17	0	0	0	0	0	0	6	13	2	12	1	11	0	0	3	12	883
----	----	----	4	10	----	3	----	4	0	0	6	4	2	5	2	0	0	0	1	----	884
----	----	6	9	25	3	9	0	0	0	0	9	20	10	9	----	3	3	4	8	18	885
0	0	9	7	28	6	8	5	8	0	0	----	13	8	9	1	1	5	8	2	6	886
3	0	0	6	3	3	0	0	0	0	0	10	7	6	0	5	3	5	4	----	----	887
4	0	11	34	36	18	6	2	17	0	0	20	23	19	18	1	6	1	9	17	12	888
----	----	----	3	8	----	1	----	4	----	3	7	8	----	3	3	7	----	----	10	12	889
0	0	15	4	5	3	----	10	----	----	3	3	2	9	6	8	6	8	6	4	3	890
----	----	14	30	40	20	7	0	8	0	0	15	15	14	17	8	7	3	6	2	5	891
----	----	9	5	15	0	0	0	0	0	0	3	10	5	9	6	10	5	11	4	6	892
0	0	0	4	3	----	----	----	----	----	----	5	3	----	----	----	----	----	----	1	8	893
0	0	22	20	30	0	0	5	7	0	0	14	20	13	17	13	17	1	6	5	7	894
8	5	10	10	30	10	5	3	5	----	1	20	20	5	3	15	20	2	10	8	12	895
4	6	1	12	12	0	0	0	0	0	0	8	8	5	5	9	9	5	5	8	8	896
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	897
1	0	----	7	3	0	0	----	2	0	0	5	4	3	4	2	5	4	3	8	5	898
0	0	----	5	5	2	0	0	0	0	0	12	9	5	4	5	5	----	----	----	----	899
35	25	----	----	3	----	----	----	----	----	----	20	11	6	8	6	3	----	----	6	3	900
----	----	----	1	1	----	----	----	----	----	----	2	7	----	----	1	4	----	----	2	3	901
2	0	2	4	7	2	3	1	6	0	0	12	12	5	3	2	10	4	0	2	10	902
----	----	8	----	1	----	----	----	----	----	----	3	7	----	----	----	----	----	----	2	4	903
----	----	5	4	19	0	0	0	0	0	0	2	6	1	9	2	4	1	4	----	----	904
----	----	----	9	15	1	1	1	3	0	0	7	5	2	2	4	2	1	8	----	----	905
2	0	7	15	11	4	6	0	0	0	0	20	37	10	11	6	20	5	7	2	16	906
----	----	30	27	40	6	7	11	13	5	10	80	60	20	21	20	25	20	0	25	27	907
----	----	3	10	16	3	1	0	0	0	0	10	16	3	1	8	6	10	14	9	7	908
0	0	0	2	----	----	----	----	----	----	----	6	10	2	2	2	11	0	0	3	3	909
1	2	9	22	25	3	5	10	8	----	2	10	12	5	8	8	3	4	6	8	10	910
0	0	0	10	21	3	0	----	----	----	----	9	18	3	4	1	8	----	----	1	4	911
----	----	8	7	5	2	0	0	0	0	0	2	5	4	1	4	3	2	2	6	4	912
----	----	----	----	----	----	----	----	----	----	----	10	12	2	----	8	----	----	----	----	----	913
0	0	2	6	6	----	----	----	----	----	----	18	12	6	4	----	----	----	----	8	4	914
1	0	----	16	27	2	2	3	3	----	----	9	16	4	5	----	----	----	----	6	7	915
----	----	7	1	3	0	0	0	0	0	0	19	11	6	8	2	5	0	0	4	18	916
0	0	8	4	1	----	----	----	----	----	----	5	4	----	----	5	3	----	----	4	4	917
0	0	5	0	9	0	1	0	0	0	1	2	8	2	8	2	8	0	0	4	10	918
----	----	----	----	5	----	----	----		----	----	9	6	----	5	6	4	----	----	5	4	919
0	0	0	2	6	0	0	0	0	0	0	2	5	3	3	2	5	1	1	2	2	920
0	0	8	0	4	0	0	0	2	0	0	3	5	1	5	3	5	1	1	1	8	921
----	----	7	6	9	3	----	----	4	----	----	7	13	7	9	5	8	2	8	2	1	922
0	0	3	4	2	----	----	----	----	----	----	7	7	2	----	----	----	----	----	----	14	923
----	----	----	8	12	0	0	0	0	0	0	12	20	7	10	15	11	0	0	14	16	924
1	3	0	----	----	----	----	----	----	----	----	4	9	----	5	1	1	----	----	----	----	925

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	MAINE—cont'd.								
926	N. Anson	Anson Academy	F. G. Manson	1	2	47	53	....	....
927	Norway	High School	M. H. Small	1	2	26	50	11	9
928	Oakland	do	J. H. Blanchard	1	1	26	34	....	....
929	Old Orchard	do	Ida B. Newhall	0	2	6	17	....	....
930	Paris	Paris Academy	—— Gates	1	0	7	18	....	....
931	Parsossfield	High School	I. Trufant, A. M	2	1	12	18	2	8
932	Pembroke	do	W. W. Poore	2	0	14	14	0	0
933	Phillips	do	Fred Benson	1	1	16	15	4	1
934	Portland	do	A. E. Chau	4	9	188	211	39	22
935	Princeton	do	W. H. Sylvester	1	1	6	15	0	0
936	Readfield	do	W. J. Trefethen	1	1	15	13	0	6
937	Richmond	do	S. H. Holmes	1	1	18	19	5	0
938	Rockport	do	S. J. Nowell	0	1	12	16	2	1
939	Rockland	do	Jefferson Taylor	2	1	48	96	15	7
940	St. Albans	do	H. B. Peabody	1	1	10	9	0	0
941	Sanford	do	O. H. Perkins	1	0	9	12	0	0
942	Searsport	do	C. A. Snell	1	1	12	16	....	....
943	Shapleigh	High School (Lindsey).	C. H. Merrill	1	0	9	13	2	1
944	Skowhegan	High School	D. W. Hall	1	2	21	56	4	8
945	South Norridgewock.	do	J. S. Horton	1	1	25	35	10	15
946	South Paris	do	H. Fletcher, A. B	1	1	29	29	7	9
947	South Thomaston.	do	M. A. Whittmore	1	0	7	12	....	....
948	South West Harbor.	do	W. W. Rich	1	0	6	11	....	....
949	Spragues Mill	High School (Easton)	J. W. Owen	1	0	10	8	....	....
950	Springvale	High School	W. B. Moore	1	1	24	26	0	0
951	Steuben	do	David Fletcher	1	0	17	29	....	....
952	Thomaston	do	M. P. Smithwick	1	1	33	55	7	10
953	Topsham	do	T. E. Russell	1	0	13	7	....	....
954	Troy	do	H. T. Powers	....	....	25	45	....	....
955	Union	do	F. H. M. Witham	2	0	27	21	....	....
956	Unity	do	S. W. Peabody	1	1	18	23	3	0
957	Vinal Haven	do	C. E. Perkins	1	1	18	42	16	19
958	Waldoboro	do	C. W. Averell	1	1	23	19	2	1
959	Washington	do	T. S. Bowden	3	1	41	30	0	0
960	Waterville	do	Lincoln Owen	1	4	55	90	21	17
961	Wayne	do	E. L. Chaney	1	2	35	23	0	0
962	Westbrook	do	R. A. Parker	1	3	57	67	5	3
963	West Sumner	do	F. A. Robinson	....	....	20	35	0	0
964	Windham	do	A. E. Stearnes	1	1	34	28	12	2
965	Winn	do	H. J. Cross	1	1	25	20	3	0
966	Winthrop	do	F. W. Plummer	0	4	14	23	0	0
967	Wiscasset	do	W. A. Smith	1	1	18	22	4	3
968	Yarmouth	do	H. M. Moore	1	1	24	31	2	1
	MARYLAND.								
969	Boonsboro	High School	W. A. Heimsberger	1	1	10	13	....	....
970	Centreville	do	A. G. Harley	1	0	49	0	0	0
971	Chance	do	S. S. Handy	1	0	11	16	1	0
972	Cristfield	do	F. W. Sterling	1	0	12	22	....	....
973	Cumberland	do	J. T. White	1	3	17	28	....	....
974	Darlington	Darlington Academy	A. T. Galbreath	1	1	28	15	4	2
975	East New Market	East New Market Academy.	W. P. Beckwith	1	0	14	26	....	....
976	Easton	High School	E. D. Murdaugh	2	3	43	40	....	....
977	Frederick	do	M. P. Richards, A. B.	1	0	85	0	....	....
978	Frostburg	High School (dept.)	A. A. Doub	2	1	27	30	....	....
979	Hagerstown	High School (Girls)	Belle A. Newell	1	1	0	47	0	1
980	do	High School (Boys)	G. C. Pearson	2	0	34	0	....	....
981	Hancock	High School	W. M. Cross	1	0	16	22	7	8

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
....	....	9	20	17	4	4	0	5	0	0	27	27	10	4	12	6	0	0	4	2	926
2	0	4	14	19	11	9	....	....	....	....	15	21	8	16	10	14	4	16	10	14	927
....	....	5	11	20	0	0	0	0	0	0	9	15	7	6	7	6	0	0	....	....	928
....	....	0	3	1	1	0	0	0	0	0	2	9	3	1	3	1	0	0	3	1	929
....	....	....	1	9	....	....	....	....	....	....	1	7	2	3	....	....	....	....	....	3	930
0	0	8	15	9	2	....	0	0	0	0	8	5	2	....	15	4	0	0	10	....	931
0	0	0	1	4	0	0	0	0	0	0	7	4	1	4	1	4	7	9	7	9	932
1	0	0	6	10	....	....	....	....	....	....	12	6	4	8	....	....	....	....	14	10	933
5	0	53	121	95	45	15	15	47	0	0	101	89	33	12	15	37	4	18	26	37	934
0	0	1	....	2	....	....	....	....	....	....	6	15	1	2	....	....	....	....	6	6	935
6	2	4	10	9	0	0	2	3	0	0	15	13	5	6	4	2	0	0	8	8	936
1	0	8	5	3	1	0	0	0	1	0	7	5	6	8	5	6	0	0	0	0	937
1	0	6	10	16	1	0	1	5	0	0	3	8	3	0	5	3	4	0	5	3	938
0	0	26	18	29	8	4	11	14	0	0	21	27	7	17	11	24	5	36	8	20	939
1	1	4	....	....	....	....	....	....	....	....	3	4	2	1	7	8	....	....	8	5	940
0	0	0	3	3	0	0	2	2	0	0	3	1	0	0	2	1	0	0	3	3	941
....	....	....	8	10	....	....	....	....	....	....	12	12	5	9	5	9	....	....	10	12	942
1	0	6	3	4	0	0	0	0	0	0	3	7	3	4	0	0	5	5	1	2	943
3	5	15	14	40	4	8	0	20	0	0	11	25	8	21	10	26	6	12	7	26	944
3	0	....	12	20	0	0	2	3	0	0	12	20	2	3	2	3	0	0	2	3	945
3	5	0	15	18	2	6	1	2	0	0	1	6	4	6	14	7	1	1	3	5	946
....	....	4	1	4	....	....	1	1	....	....	1	3	1	3	....	....	....	....	1	4	947
....	....	....	....	....	....	....	....	....	....	....	2	11	1	1	4	....	....	....	....	....	948
....	....	....	3	3	....	....	....	....	....	....	3	5	1	3	1	2	....	....	4	7	949
12	18	7	5	7	0	0	0	0	0	0	11	15	4	4	2	9	4	4	4	4	950
....	....	....	3	4	....	....	....	....	....	....	5	8	....	2	5	3	4	3	....	8	951
2	0	18	20	36	7	10	5	9	....	....	26	31	7	9	7	11	....	....	....	....	952
....	....	0	11	7	....	....	....	....	....	....	2	1	3	1	....	....	....	....	....	....	953
....	....	0	....	3	0	0	0	0	0	0	2	16	....	4	3	4	0	0	1	8	954
....	....	....	....	....	....	....	....	....	....	....	5	7	6	3	....	....	....	....	2	7	955
0	0	8	6	5	0	0	0	2	0	0	18	15	0	0	7	8	0	0	18	15	956
12	13	11	12	34	....	....	12	34	12	34	17	43	17	43	17	43	17	43	17	43	957
0	0	0	2	1	....	....	....	....	....	....	4	2	....	....	2	4	....	....	....	....	958
7	2	10	....	....	....	....	....	....	....	....	21	20	2	....	....	....	....	....	25	16	959
1	0	25	38	64	21	17	1	4	0	0	34	61	9	20	5	15	5	13	9	20	960
0	0	0	6	3	1	....	1	1	....	1	4	8	1	....	....	....	....	....	10	6	961
....	....	18	34	50	5	3	4	8	0	0	17	25	18	21	12	20	10	11	12	6	962
0	0	0	3	6	....	....	....	....	....	....	9	13	2	4	....	....	....	....	7	18	963
7	1	22	4	7	0	0	0	0	0	0	8	10	2	4	1	0	0	0	15	12	964
6	4	0	9	4	2	....	6	4	0	0	10	6	13	1	1	1	....	....	28	10	965
1	0	5	13	21	0	0	1	4	0	0	2	7	6	9	6	11	....	....	....	....	966
0	0	8	8	12	7	9	10	12	0	0	10	8	6	7	8	10	0	0	10	13	967
3	0	5	8	12	2	1	....	....	8	4	20	7	10	2	8	1	8	1	10	5	968
....	....	3	4	2	0	0	0	0	0	0	10	13	5	5	8	11	0	0	2	2	969
0	0	0	18	....	....	....	....	....	....	....	21	....	13	....	23	....	....	....	20	....	970
....	....	....	8	8	1	....	....	....	....	....	8	8	4	....	4	....	....	....	4	....	971
....	....	....	11	16	....	....	....	....	....	....	11	19	....	2	....	....	....	....	....	....	972
....	....	....	17	23	....	....	....	....	....	....	17	28	17	28	8	15	....	....	8	15	973
....	....	2	2	2	0	0	0	0	0	0	2	5	2	2	2	2	0	0	2	5	974
....	....	....	6	17	1	7	....	....	....	....	7	17	1	7	....	....	....	....	2	11	975
....	....	5	43	40	11	11	25	20	0	0	43	40	43	40	11	11	0	0	43	40	976
....	....	....	19	....	....	....	....	....	....	....	29	....	22	....	28	....	....	....	7	....	977
....	....	....	3	10	0	0	0	0	0	0	10	38	6	28	....	7	0	0	2	14	978
0	0	13	....	47	....	0	....	0	....	0	....	47	....	47	....	16	....	0	....	16	979
....	....	8	34	....	14	....	0	....	28	....	34	....	34	....	26	....	....	....	....	....	980
0	0	12	8	7	0	0	0	0	6	8	16	22	11	12	11	12	0	0	16	22	981

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	MARYLAND—continued.								
982	Havre de Grace	Harford County High School.	R. W. Eubank	1	2	35	40	----	----
983	Laurel	High School	Maggie Edmonston.	1	2	19	17	2	0
984	Marion Station	do	B. F. Haynes	1	0	11	27	2	5
985	Middletown	do	W. L. Avis	1	0	25	12	2	0
986	Northeast	High School (dept.)	D. S. Mattingly	1	1	31	39	0	0
987	Pocomoke City	High School	H. J. Handy	1	0	10	22	----	----
988	Port Deposit	High School (dept.)	J. M. Tull	1	0	4	9	0	0
989	Princess Anne	Washington Academy	R. K. Wimbrough	1	1	10	29	----	----
990	Rockville	High School (dept.)	C. W. Baggarly	0	1	2	6	----	----
991	St. Michaels	High School	W. S. Crouse	1	2	44	55	----	----
992	Sharpsburg	do	J. E. Wagaman	1	0	5	18	----	----
993	Smithburg	High School (dept.)	E. A. Spessord	1	1	13	14	----	----
994	Snow Hill	High School	T. H. Spence	1	4	9	18	2	2
995	Towson	High School (dept.)	J. N. Wright	1	0	8	19	----	----
996	Trappe	High School	D. M. Long	1	0	16	14	2	0
997	Upper Fairmount.	do	E. C. Wimbrough	1	0	24	25	----	----
998	Vienna	do	H. M. Strickler	1	0	9	16	3	4
999	Williamsport	High School (dept.)	J. F. Kimler	2	0	30	20	12	10
	MASSACHUSETTS.								
1000	Abington	High School	Alice C. Jones	0	3	21	40	0	2
1001	Adams	do	C. H. Howe	2	8	25	45	2	5
1002	Amesbury	do	A. E. Tuttle	1	3	20	60	4	8
1003	Amherst	do	H. K. Whittaker	2	2	43	62	23	17
1004	Arlington	do	A. G. Fisher	1	3	35	30	8	5
1005	Ashfield	Sanderson Academy	M. E. Hersey	0	2	19	23	2	1
1006	Ashland	High School	Harry Monroe	1	1	16	31	5	5
1007	Athol	do	W. J. Rushmore	2	0	30	25	0	2
1008	Barre	do	Addie F. True	0	2	15	22	3	1
1009	Bedford	do	Maud Wood	0	1	2	5	----	----
1010	Belchertown	do	W. R. Whitcomb	1	0	12	27	1	3
1011	Belmont	do	H. H. Butler	1	1	20	35	0	0
1012	Beverly	do	B. S. Hurd	1	5	75	100	1	2
1013	Bolton	do	Anna L. Foster	0	1	3	6	----	----
1014	Boston	Girls' High School	Jno. Tetlow	2	19	0	745	----	----
1015	do	Latin School	Moses Merrill	16	0	491	0	----	----
1016	do	Roxbury Latin School	C. M. Clay	3	12	170	350	0	0
1017	Bourne	High School	H. S. Bullen	1	1	11	21	----	----
1018	Bradford	do	W. R. Jones	1	2	35	34	----	----
1019	Braintree	do	C. E. Stetson	1	1	33	41	0	0
1020	Bridgewater	do	L. T. McKenney	1	2	28	35	0	0
1021	Brighton	do	Benj. Wormelle	1	3	26	71	----	----
1022	Brockton	do	Edw. Parker	3	5	133	165	20	26
1023	Brookfield	do	E. B. Hale	1	1	17	35	2	1
1024	Brookline	do	F. S. Farnsworth	3	5	51	68	9	13
1025	Cambridge	High School (English)	F. A. Hill	4	11	223	333	0	0
1026	Cambridgeport	Latin School	W. F. Bradbury	3	7	123	83	123	83
1027	Canton	High School	E. L. Underwood, A. B.	1	1	14	38	----	----
1028	Central Village	do	G. H. Eldridge	1	0	12	10	0	0
1029	Charlestown	do	J. O. Morris	2	4	65	123	----	----
1030	Chatham	do	M. F. Daggett	1	0	6	20	1	0
1031	Chelmsford	do	Susie M. Emerson	0	1	6	10	----	----
1032	Chelsea	do	A. E. Briggs	3	7	150	200	----	----
1033	Cheshire	do	L. B. Ballou	1	1	8	17	0	0
1034	Clinton	do	A. E. Ford	1	3	42	65	8	7
1035	Cohasset	do	E. J. Cox	2	2	28	48	0	0
1036	Concord	do	W. L. Eaton	1	4	58	69	10	3
1037	Dalton	do	William Keyes	1	1	12	27	0	0

public high schools—Continued.

Number preparing for college, scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
....	....	....	3	5	0	0	0	0	0	0	21	27	9	11	9	11	0	0	21	27	982
3	0	5	8	6	0	0	0	0	0	0	8	6	8	6	3	1	0	0	8	6	983
....	....	....	2	0	....	....	....	....	....	....	4	16	3	18	5	25	2	9	7	26	984
0	0	2	15	0	2	0	0	0	0	0	25	12	25	12	22	10	0	0	20	8	985
0	0	0	8	9	0	0	0	0	0	0	12	15	5	6	9	11	3	4	....	....	986
....	....	2	6	15	2	1	0	0	0	0	10	22	6	10	2	2	0	0	3	5	987
0	0	0	....	....	....	....	....	....	....	....	4	9	1	2	1	2	....	....	1	2	988
....	....	....	6	20	1	1	1	2	....	....	10	29	4	4	6	10	....	....	1	2	989
....	....	0	....	....	....	....	....	....	....	....	2	6	2	6	2	6	....	....	2	6	990
....	....	6	17	28	....	....	7	22	....	....	17	28	4	12	44	49	....	....	....	....	991
....	....	8	....	....	0	0	0	0	0	0	5	18	5	18	5	13	0	0	0	4	992
....	....	0	1	5	0	0	0	0	0	0	13	14	13	14	2	9	0	0	2	9	993
0	0	4	8	14	2	1	0	0	0	0	9	18	6	10	6	10	0	0	0	0	994
....	....	....	....	....	....	....	....	....	....	....	15	30	3	19	3	19	....	....	3	19	995
0	0	0	5	6	0	0	0	0	0	0	13	7	2	0	2	0	0	0	1	3	996
....	....	....	20	25	0	0	0	0	20	25	24	25	11	15	24	25	0	0	3	1	997
1	0	0	3	7	0	0	0	0	....	1	9	16	1	2	5	7	0	0	1	9	998
2	3	13	10	5	0	1	0	0	2	3	30	20	30	20	20	10	0	0	7	2	999
0	0	14	10	27	0	2	6	18	0	0	6	15	7	9	6	6	2	9	6	14	1000
2	0	11	8	18	2	5	4	8	0	5	16	27	6	12	6	12	4	11	8	5	1001
8	0	15	14	48	4	8	8	22	12	38	9	30	2	8	8	32	5	20	4	16	1002
1	2	20	32	32	18	13	5	12	0	0	15	13	4	7	2	9	3	11	12	19	1003
2	0	0	27	23	8	5	6	6	0	0	20	15	6	6	6	2	0	0	6	8	1004
0	0	3	8	4	1	1	0	0	0	0	9	2	3	1	3	3	0	0	2	7	1005
0	0	5	15	29	5	5	6	15	....	....	8	12	5	12	....	7	....	....	3	4	1006
5	6	12	4	10	0	2	2	0	15	15	13	11	10	9	13	11	10	9	5	6	1007
1	0	4	5	16	3	1	0	6	0	0	10	10	2	5	0	0	0	0	5	4	1008
....	....	4	3	5	....	....	....	....	....	....	1	0	....	....	....	....	....	....	....	....	1009
0	0	4	1	6	0	0	1	7	0	0	7	10	0	2	0	0	1	7	3	7	1010
0	0	12	16	18	0	0	7	21	0	0	10	19	4	9	6	7	0	0	4	9	1011
....	....	36	25	75	2	5	8	22	0	0	20	35	25	40	25	10	25	10	20	35	1012
....	....	....	1	5	0	0	0	3	0	0	3	4	0	0	1	5	0	0	0	0	1013
....	....	172	....	206	....	0	....	134	....	62	....	361	....	201	....	165	....	171	....	745	1014
....	....	44	491	....	239	....	215	....	0	....	215	....	99	....	41	....	0	....	491	....	1015
5	9	75	38	82	0	0	83	138	62	124	138	225	....	....	41	62	29	70	164	301	1016
....	....	7	2	7	....	....	8	4	....	....	8	3	3	6	3	3	3	3	2	....	1017
....	....	....	15	15	5	4	16	15	0	0	8	7	9	7	9	7	4	5	....	....	1018
0	0	17	13	28	0	0	17	23	0	0	13	18	12	14	12	13	11	12	22	30	1019
0	0	6	10	15	0	0	14	13	0	0	4	7	7	11	14	13	14	13	7	11	1020
....	....	19	2	4	0	0	19	36	4	29	22	43	10	19	4	15	4	15	26	71	1021
10	0	45	52	83	20	26	27	32	3	6	63	65	44	59	34	53	26	27	47	77	1022
3	2	5	7	17	2	0	8	15	0	0	8	4	9	14	8	10	8	10	4	6	1023
0	0	14	19	26	5	4	25	48	12	20	33	30	20	24	10	9	4	10	....	....	1024
22	0	48	74	284	0	0	44	65	7	17	168	199	106	109	64	107	28	55	3	22	1025
0	0	37	123	82	59	43	48	33	9	18	53	30	51	33	13	13	....	....	....	....	1026
....	....	6	5	19	0	0	5	15	0	0	10	5	4	8	2	8	0	4	10	5	1027
0	0	0	0	1	....	....	....	....	....	....	4	4	....	....	....	....	....	....	....	....	1028
....	....	25	25	40	....	....	21	44	18	23	33	60	19	25	9	17	9	17	59	107	1029
1	0	7	1	4	0	0	1	6	0	0	2	3	1	6	2	6	0	0	1	10	1030
....	....	....	0	3	0	0	0	0	0	0	0	3	0	0	3	5	0	0	4	0	1031
....	....	35	140	190	20	30	90	120	40	60	48	90	35	45	40	45	30	40	35	45	1032
2	0	5	2	9	0	0	0	0	0	0	5	2	2	9	5	2	2	1	....	....	1033
5	0	40	31	46	4	1	14	30	....	....	10	18	12	15	12	15	10	18	12	16	1034
0	0	14	13	27	0	0	2	20	0	0	11	21	13	19	3	14	2	7	13	19	1035
7	0	18	25	35	10	6	31	44	0	0	39	36	26	25	13	23	6	8	15	21	1036
0	0	0	9	25	0	0	0	0	0	0	9	28	2	1	6	6	0	0	10	10	1037

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	MASSACHUSETTS—continued.								
1038	Danvers	Holten High School	E. J. Powers	...	...	48	63	...	...
1039	Dartmouth	High School	L. A. Slocum	1	0	5	8	0	3
1040	Dedham	do	Carlos Slafter	2	4	50	70	...	...
1041	Dorchester	do	C. J. Lincoln	4	6	104	236	0	0
1042	Dover	High School (Sanger)	M. G. Seavey	0	1	11	9	...	...
1043	Dudley	High School	A. C. Collins	2	2	30	40	8	4
1044	East Boston	do	J. F. Eliot	2	4	71	93	0	0
1045	East Bridgewater	do	G. F. Murdock	1	1	27	36	0	0
1046	East Douglass	do	C. T. Eaton	1	0	10	28	0	4
1047	Easthampton	do	S. E. Chapin	2	2	22	37	0	8
1048	Edgartown	do	C. G. M. Dunham	1	0	5	10	0	0
1049	Everett	do	R. A. Rideout	1	2	28	46	0	2
1050	Fairhaven	do	Etta L. Chapman	1	1	18	27	0	0
1051	Fall River	High School (Durfee)	R. F. Leighton	6	9	178	233	44	43
1052	Fitchburg	High School	C. S. Chapin	3	5	93	142	13	12
1053	Foxboro	do	W. E. Horton	1	1	30	18	0	0
1054	Framingham	do	F. S. Hotaling	1	2	45	67	5	5
1055	Georgetown	do	E. S. Fickett	1	1	20	24	0	0
1056	Gloucester	do	A. W. Bacheler	2	8	101	212	9	8
1057	Granby	do	Minnie C. Sutphen	0	1	7	12	...	...
1058	Great Barrington.	do	E. E. Wentworth	1	1	20	40	1	3
1059	Greenfield	do	W. H. Whiting	2	3	35	73	9	15
1060	Groton	Butler High School	J. H. Manning	1	1	15	22	0	1
1061	Groveland	High School	N. E. Adams	1	0	20	33	...	...
1062	Hanover	do	W. G. Park	1	1	22	31	1	0
1063	Harwich	do	W. R. Marsh	1	0	25	23	2	1
1064	Haverhill	do	C. E. Kelley	2	6	100	132	18	6
1065	Hingham Center	do	J. O. Sanborn	1	2	50	56	5	4
1066	Hinsdale	do	J. F. Roache	1	0	9	16	0	0
1067	Holbrook	do	Jno. Haynes	1	1	22	31	...	...
1068	Holden	do	A. K. Learned	1	1	21	30	0	0
1069	Holliston	do	C. W. Marshall	1	1	18	23	1	1
1070	Hopedale	do	M. E. H. Barrows	0	2	11	12	3	1
1071	Hopkinton	do	W. E. Soule	1	3	20	52	5	13
1072	Hudson	do	W. H. Small	1	2	34	45	0	0
1073	Huntingdon	do	F. H. N. Greaves	1	0	8	8	...	...
1074	Hyde Park	do	J. M. Hill	3	2	75	100	7	2
1075	Jamaica Plains	High School (West Roxbury).	G. C. Mann	1	3	30	70	0	0
1076	Kingston	High School	C. L. Reed	1	1	28	26	0	0
1077	Lancaster	do	Walter Moones	1	2	26	28	6	3
1078	Lee	do	Abner Rice	1	1	28	32	10	0
1079	Lenox	do	J. D. Seacord	1	0	17	23	...	...
1080	Littleton	do	I. L. Pickard	1	0	28	16	8	7
1081	Lowell	do	F. F. Coburn	3	13	234	272	30	15
1082	Lynn	Classical High School	J. A. O'Keefe	5	9	166	204	34	42
1083	do	English High School	C. S. Jackson	2	4	92	73	0	0
1084	Maldon	High School	G. E. Gay	2	5	82	133	7	18
1085	Manchester	do	A. B. Palmer	1	1	18	26	0	0
1086	Mansfield	do	F. C. Hardon	1	1	19	20	0	0
1087	Marblehead	do	B. W. Tinker	1	2	24	44	6	0
1088	Marshfield Hills	do	W. G. Park	1	0	9	16	0	0
1089	Mattapoisett	English High School (Dept.).	H. V. Neal	1	0	6	7	0	0
1090	Maynard	High School	G. H. Galger	1	1	15	19	2	2
1091	Medford	do	L. L. Danil	3	3	60	87	8	4
1092	Medfield	do	E. H. Whitehill	1	0	6	10	0	0
1093	Medway	do	E. D. Daniels, A. B	1	1	19	30	...	...
1094	Melrose	do	A. G. Whitman	1	5	80	118	17	18
1095	Mendon	do	J. F. Allison	1	0	10	19	0	0
1096	Merrimac	do	L. W. Craig	1	1	20	40	0	0
1097	Methuen	do	D. M. Spaulding	1	2	24	44	3	0

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	27	21	44	5	6	30	7	0	0	27	32	11	14	11	14	11	14	29	32	1038
2	2	5	0	5	0	0	0	0	0	0	5	8	1	1	5	8	0	0	4	9	1039
----	----	20	43	32	9	4	20	30	4	3	40	30	30	20	20	18	17	16	50	60	1040
6	0	50	28	27	0	0	41	63	19	37	42	64	33	35	22	33	22	33	104	236	1041
----	----	----	1	3	----	----	----	----	----	----	3	3	1	----	1	----	----	----	12	8	1042
12	8	10	10	4	4	2	20	10	5	6	25	20	12	15	15	10	10	8	12	16	1043
4	0	20	17	31	0	0	30	44	15	17	33	49	28	30	10	13	10	13	71	93	1044
0	0	8	7	5	0	0	9	15	0	0	11	14	4	7	3	7	3	3	3	7	1045
0	0	2	1	18	0	2	1	6	0	0	4	16	6	6	4	6	1	5	5	9	1046
0	0	10	7	20	0	5	0	0	3	4	3	15	0	6	2	9	5	6	0	3	1047
0	0	8	3	10	0	0	0	0	0	0	5	10	2	6	3	5	0	0	2	3	1048
1	0	12	14	32	4	6	6	11	0	0	19	27	4	11	2	9	3	5	11	20	1049
0	0	7	6	10	0	0	4	13	2	5	9	13	3	7	7	8	4	7	4	8	1050
0	0	59	85	146	28	0	34	72	6	41	56	81	59	48	31	8	13	8	55	68	1051
10	0	37	63	82	13	12	21	55	0	0	42	40	23	38	31	55	7	33	13	25	1052
1	0	6	15	20	0	0	8	4	0	0	5	5	6	4	7	8	5	3	5	2	1053
5	0	16	24	28	5	5	11	22	0	0	26	30	18	24	9	14	5	15	5	11	1054
6	4	10	8	14	0	0	2	3	0	0	7	9	5	7	4	8	5	9	5	7	1055
5	3	64	42	110	12	8	12	27	15	22	22	52	32	47	10	50	8	24	72	121	1056
----	----	----	3	11	----	----	----	----	----	----	6	11	3	7	----	----	----	----	6	3	1057
2	0	7	7	13	1	1	0	0	0	0	10	15	2	6	7	11	5	7	5	7	1058
2	0	18	21	42	12	11	6	32	0	0	12	15	8	21	2	12	2	12	10	22	1059
0	0	5	6	10	0	1	0	0	0	0	7	9	4	6	4	6	4	8	0	0	1060
----	----	4	13	14	0	0	0	0	0	0	9	7	3	2	9	7	3	2	13	14	1061
0	0	8	7	13	0	0	2	1	0	0	12	15	1	1	1	1	0	0	----	----	1062
3	1	11	11	10	2	1	8	8	0	0	9	10	8	8	0	0	8	8	9	10	1063
2	0	42	49	85	15	7	24	43	0	0	61	62	27	34	18	13	11	29	52	62	1064
4	0	12	18	43	5	4	13	19	0	0	33	40	22	33	15	18	7	15	15	18	1065
0	0	0	----	6	----	----	----	----	----	----	----	7	----	----	----	----	----	----	----	----	1066
0	10	17	0	23	0	1	20	16	0	0	14	10	4	12	4	12	0	0	0	0	1067
2	7	10	7	20	0	0	7	20	0	0	10	10	3	7	1	9	1	9	5	11	1068
2	0	6	5	13	1	4	1	5	0	0	5	9	4	9	5	9	4	4	2	5	1069
3	0	6	9	4	3	1	10	2	0	0	0	4	3	5	8	5	6	1	1	5	1070
0	0	5	18	40	5	14	4	11	0	0	5	14	8	19	1	9	----	----	4	5	1071
3	0	15	12	20	0	0	7	11	0	0	17	11	11	15	11	15	5	6	11	15	1072
----	----	----	1	2	0	0	3	1	0	0	3	0	0	0	4	2	0	0	0	0	1073
6	0	17	25	70	7	3	28	52	0	0	23	37	15	36	10	16	6	11	6	11	1074
0	0	80	8	16	0	0	22	50	0	15	14	20	8	12	7	25	7	25	80	70	1075
5	0	7	9	11	0	0	6	3	0	0	9	10	5	5	3	6	3	2	5	3	1076
2	0	7	6	8	0	3	3	13	0	0	12	10	6	6	3	3	8	4	8	8	1077
4	0	13	15	12	6	0	0	7	0	0	12	10	8	5	5	8	5	8	12	13	1078
----	----	----	2	12	0	0	0	0	0	0	14	7	3	15	3	12	3	15	14	7	1079
----	----	8	14	15	6	3	3	0	0	0	11	8	1	1	8	0	----	----	0	0	1080
17	0	76	116	137	24	8	83	124	2	8	94	121	45	24	70	115	69	40	56	69	1081
4	0	46	121	153	33	24	59	67	14	30	85	77	68	93	30	30	15	32	166	204	1082
4	1	42	0	0	0	0	4	7	0	0	10	14	8	10	27	25	4	7	28	25	1083
5	0	34	50	100	5	12	15	25	8	10	20	90	15	25	20	10	20	20	6	8	1084
0	0	4	7	9	0	0	0	0	0	0	7	9	2	6	9	15	0	0	2	6	1085
1	0	15	5	3	0	0	7	3	0	0	7	9	10	10	2	6	9	5	2	6	1086
1	0	7	9	25	4	0	8	14	0	0	3	27	4	10	20	40	5	8	0	0	1087
0	0	0	6	11	----	----	1	5	----	----	4	2	1	5	6	11	----	----	----	----	1088
0	0	0	1	3	----	----	4	4	----	----	4	2	----	----	----	----	----	----	----	----	1089
3	0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	1090
7	0	26	28	37	7	5	28	47	9	12	23	28	22	24	18	24	20	34	22	28	1091
0	0	0	0	4	0	0	0	0	0	0	5	10	2	2	3	7	0	0	2	3	1092
2	0	3	10	23	0	2	3	5	11	11	6	11	3	11	3	2	5	1	5	14	1093
15	0	25	40	60	12	13	40	45	6	7	70	80	12	17	15	20	12	14	60	80	1094
0	0	6	2	8	0	0	0	0	0	0	9	14	1	5	7	5	0	0	0	0	1095
1	0	6	6	20	0	0	2	12	0	0	6	12	2	6	6	10	0	0	6	12	1096
0	1	6	----	----	3	----	5	6	----	----	5	18	11	15	9	15	7	3	10	9	1097

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	MASSACHUSETTS—continutd.								
1098	Milford	High School	W. C. Whiting	1	3	65	58	2	12
1099	Millbury	do	S. J. Blanpied	1	1	32	40	20	10
1100	Milton	do	Hiram Tuell	1	2	30	29	4	2
1101	Montague	Center High School	Mae A. Tripp	0	2	8	15	2	2
1102	Nahant	High School	C. La V. Judkins	1	1	15	15	2	1
1103	Nantucket	do	W. J. Long	1	1	28	34	----	----
1104	Needham	Kimball High School	F. L. Smith	2	1	24	43	3	2
1105	New Bedford	High School	R. G. Huling A. M	5	10	153	242	28	18
1106	Newburyport	do	E. C. Adams	2	5	98	129	12	11
1107	Newtonsville	do	E. J. Goodwin	6	10	282	280	78	102
1108	Norfolk	do	A. E. Hitchcock	0	1	4	8	0	0
1109	North Adams	Drury High School	J. F. Eaton	2	3	53	68	17	15
1110	Northampton	Center High School	C. B. Roote	2	3	35	79	18	46
1111	North Andover	Johnson High School	Boyd Bartlett	1	1	15	15	0	3
1112	North Attleboro	High School	H. B. Nevens	1	3	30	58	1	11
1113	Northboro	do	Albert Gray, jr., and H. E. Woodbury.	1	0	12	18	0	0
1114	North Brookfield	do	W. A. Hoyt	1	1	20	20	10	6
1115	North Easton	do	M. E. Lamprey	1	2	39	46	6	1
1116	North Reading	do	F. E. Sanborn	1	0	17	18	----	----
1117	Norwell	do	A. O. Burke	1	0	9	19	0	0
1118	Norwood	do	W. G. Goldsmith	1	1	18	26	1	1
1119	Orange	do	I. A. Jenkins	1	1	24	46	----	----
1120	Oxford	do	G. A. Willey	1	0	10	22	----	----
1121	Palmer	do	H. B. Knox	1	2	33	46	9	13
1122	Peabody	do	C. A. Holbrook	1	4	52	66	----	----
1123	Petersham	do	A. S. Dawes	1	0	21	18	----	----
1124	Pittsfield	do	J. B. Welch	3	3	75	125	23	11
1125	Plainville	do	W. A. Woodward	1	0	15	15	0	0
1126	Plymouth	do	Carrie E. Small	0	5	66	97	1	3
1127	Provincetown	do	S. H. Baker	1	2	33	35	0	0
1128	Reading	do	W. H. Butler	1	3	33	45	2	5
1129	Quincy	do	H. W. Lull	1	2	27	80	0	0
1130	Rockport	do	W. C. Houghton	1	1	22	37	3	5
1131	Salem	do	A. L. Goodrich	1	7	159	157	30	12
1132	Sandwich	do	L. H. W. French	1	1	25	24	6	1
1133	Saugus	do	W. F. Gillet	1	1	19	32	----	----
1134	Scituate	do	H. A. Macgowan	1	1	16	15	----	----
1135	Sheffield	do	C. Y. Harvey	1	0	11	17	1	0
1136	Shrewsbury	do	W. E. Morse	1	1	15	24	0	0
1137	Somerset	do	E. H. Rice	1	0	11	11	0	0
1138	Somerville	do	G. L. Baxter	3	7	190	290	73	78
1139	Southboro	do	B. W. Tinker	1	1	22	24	1	0
1140	Southbridge	do	F. C. Corvin	1	2	30	54	4	3
1141	South Dennis	do	B. M. Sheridan, B. A.	1	0	9	10	----	----
1142	South Hadley*	do	E. O. Hopkins	1	1	14	13	1	1
1143	South Weymouth	do	E. R. Downs	1	2	31	62	2	6
1144	Spencer	do	E. S. Terrell, jr	1	2	39	42	----	----
1145	Springfield	do	Chas. Jacobus	4	9	187	206	15	14
1146	Stockbridge	do	F. E. Parlin	1	1	16	14	0	0
1147	Stoneham	do	J. W. MacDonald	2	2	25	42	9	11
1148	Stoughton	do	W. E. Burdick	1	1	16	38	0	0
1149	Stow	Hale High School	G. W. Snow	1	0	23	24	1	1
1150	Sutton	High School	Leila S. Taylor	0	1	8	9	----	----
1151	Swampscott	do	G. P. Balch	1	1	11	32	0	2
1152	Taunton	do	J. P. Swinerton	3	4	113	139	19	6
1153	Templeton	do	H. F. Lane	1	1	24	26	0	0
1154	Tewksbury	do	M. H. Jackson	1	1	7	15	1	0
1155	Townsend Center	do	A. P. Averill	1	0	6	24	1	0
1156	Upton	do	I. A. Stone	1	1	29	32	0	3
1157	Uxbridge	do	C. H. Bates	1	1	15	30	0	0
1158	Wakefield	do	C. T. C. Whitcomb	1	4	39	68	9	9
1159	Walpole	do	E. H. Brackett	1	1	22	35	0	0

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing— Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
....	....	26	30	15	2	12	19	25	....	....	15	20	5	17	4	12	16	....	4	8	1098
12	5	8	15	18	0	0	25	38	0	0	15	20	4	12	10	7	0	0	18	22	1099
....	....	13	27	25	4	2	10	11	0	0	20	9	4	6	5	6	2	10	5	13	1100
....	....	4	3	6	0	1	0	1	1	3	5	4	0	2	2	3	0	2	6	6	1101
1	0	3	7	9	2	0	2	4	0	0	4	3	5	1	5	0	5	0	2	2	1102
....	....	12	20	30	....	....	10	15	0	6	15	14	8	6	12	8	10	14	12	13	1103
3	0	7	20	38	2	3	4	7	5	14	9	15	7	12	6	8	0	0	5	14	1104
1	0	51	40	68	16	6	23	44	5	20	17	86	50	73	25	15	14	3	74	80	1105
25	0	20	47	70	7	8	30	40	0	0	48	37	30	38	25	35	27	35	41	40	1106
33	0	64	123	162	32	15	85	138	5	17	92	56	52	31	125	107	65	52	232	280	1107
0	0	1	3	8	0	0	0	0	0	0	3	2	3	1	3	1	2	0	1	6	1108
....	....	9	42	48	17	15	9	7	2	2	30	47	14	16	17	31	4	4	17	31	1109
4	0	16	26	54	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1100
2	0	7	6	12	1	6	6	2	0	0	6	2	6	4	4	6	8	0	7	2	1111
2	5	9	25	49	1	10	3	9	0	0	9	17	7	19	6	16	4	19	4	8	1112
0	0	12	4	8	0	0	5	5	0	0	5	4	2	7	4	8	4	8	7	11	1113
4	4	11	19	19	9	3	6	8	0	0	3	9	4	4	5	5	0	0	4	2	1114
1	0	14	9	27	6	1	1	6	0	0	11	20	17	16	6	3	6	3	6	2	1115
....	....	4	....	5	....	....	....	....	....	....	10	5	2	2	2	2	....	....	5	5	1116
1	2	13	2	3	0	0	2	4	0	0	4	4	1	6	6	4	2	6	6	4	1117
2	0	5	14	20	1	7	5	11	0	0	6	10	7	4	10	3	4	5	7	4	1118
....	....	11	41	12	0	0	0	0	0	0	2	12	8	8	8	8	2	3	2	3	1119
....	....	6	9	12	0	0	1	8	0	0	2	4	1	10	1	10	1	10	4	8	1120
....	....	14	30	46	9	13	6	13	0	0	16	37	10	11	5	7	2	9	5	20	1121
....	....	24	80	20	4	6	10	15	0	0	24	34	20	18	....	....	12	8	22	10	1122
....	....	9	....	....	....	....	....	....	....	....	4	6	6	4	4	6	6	4	10	10	1123
10	0	23	40	85	22	12	15	17	20	24	125	75	20	30	20	10	20	0	10	26	1124
15	15	6	....	3	....	....	....	....	....	....	10	8	8	4	10	8	10	8	3	2	1125
11	5	24	20	20	0	0	16	24	21	51	20	36	48	77	32	54	41	57	20	16	1126
0	0	12	6	27	0	0	1	16	0	0	11	9	4	6	4	0	3	3	23	9	1127
1	0	14	22	40	2	5	8	5	0	0	17	30	5	9	6	10	3	6	5	12	1128
0	0	24	12	50	0	0	4	10	0	0	19	42	6	25	6	25	0	0	6	25	1129
0	0	6	10	13	2	1	0	0	2	14	6	6	0	0	8	9	6	7	....	....	1130
12	0	58	72	85	30	12	33	30	3	7	71	73	43	44	13	19	8	5	85	74	1131
....	....	9	8	18	3	0	0	0	0	0	14	15	14	15	6	8	3	4	8	4	1132
....	....	11	8	13	0	0	2	9	0	0	14	17	2	5	2	6	3	8	3	8	1133
3	2	6	1	0	0	0	3	2	7	5	5	6	7	5	5	6	5	6	5	6	1134
0	0	0	2	7	....	2	0	0	0	0	3	9	0	1	3	3	....	....	....	....	1135
1	4	11	1	8	0	0	0	0	0	0	4	5	2	3	3	2	3	2	2	9	1136
0	0	0	1	3	9	0	0	0	0	0	3	3	1	2	3	3	1	2	4	5	1137
14	0	68	145	218	48	43	75	120	10	30	94	122	48	74	36	73	14	42	43	69	1138
4	0	8	3	5	1	0	4	2	0	0	2	3	5	5	5	6	5	3	5	5	1139
0	1	14	14	35	4	4	7	13	0	7	19	41	3	4	2	2	2	5	13	21	1140
....	....	....	2	1	....	....	....	....	....	....	....	....	4	2	....	....	....	....	8	5	1141
0	0	6	6	7	0	1	0	1	0	0	11	5	1	2	0	0	0	0	1	3	1142
0	0	17	6	24	0	2	6	23	0	0	10	15	6	12	2	15	2	13	0	23	1143
....	....	....	18	19	7	2	28	22	0	0	5	11	20	17	....	....	....	....	7	3	1144
7	0	53	88	119	15	14	10	46	17	12	95	79	76	72	37	55	13	21	37	37	1145
3	0	6	4	9	0	0	7	4	0	0	8	6	7	8	10	4	4	2	7	4	1146
1	1	12	17	35	2	6	13	28	0	0	6	13	8	13	12	13	3	3	3	13	1147
2	0	12	13	30	1	3	1	5	0	0	12	20	1	8	1	8	1	8	2	5	1148
0	0	1	3	8	0	1	1	5	0	0	10	16	2	2	8	4	0	0	3	3	1149
....	....	....	2	4	....	....	1	2	....	....	2	1	....	3	....	....	2	3	....	....	1150
0	0	0	....	13	....	2	....	3	....	....	2	12	1	3	....	....	....	....	....	....	1151
4	0	49	60	78	12	3	56	81	9	40	39	47	24	10	28	6	17	10	13	8	1152
0	0	7	7	10	0	0	0	5	0	0	12	13	5	5	12	13	6	7	0	5	1153
0	0	5	2	44	0	0	0	0	0	0	2	7	7	11	7	11	7	11	6	8	1154
0	0	11	4	24	1	0	0	0	0	0	1	17	5	7	1	0	1	0	0	0	1155
0	0	10	7	11	0	1	6	11	0	0	11	17	9	8	9	8	9	8	9	7	1156
0	0	4	16	29	0	0	2	6	0	0	9	18	5	3	6	10	4	0	4	1	1157
4	0	18	10	34	7	9	13	17	....	....	20	34	20	20	10	14	6	6	12	19	1158
0	0	5	7	18	0	0	6	11	0	0	6	7	8	12	8	13	8	13	8	12	1159

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	MASSACHUSETTS—continued.								
1160	Waltham	High School	E. D. Russell	2	5	82	117	21	24
1161	Ware	do	W. J. Rushmore	1	2	36	44	11	10
1162	Wareham	do	I. O. Palmer	1	1	25	25	1	1
1163	Warren	do	R. F. Colwell	1	3	20	33	1	1
1164	Watertown	Phillips High School	G. R. Dwelley	4	2	85	60	7	1
1165	Wayland	Center High School	C. S. Hartwell	1	0	8	10	0	0
1166	Webster	High School	C. A. Strout	1	1	24	36	0	0
1167	Wellesley Hills	do	S. L. Brown	2	3	26	46	4	11
1168	Wellfleet	do	J. A. Russell	1	1	27	27	....	....
1169	West Acton	do	A. W. Armstrong	1	0	20	22	0	0
1170	West Boylston	do	J. C. Worcester	1	1	13	16	3	4
1171	Westfield	do	H. W. Kittredge	4	3	70	90	3	8
1172	West Newbury	do	M. H. Goodwin	1	0	11	17	0	0
1173	Weston	do	B. J. Hinds	1	1	15	16	1	0
1174	West Springfield	do	H. H. Williams	1	2	49	27	2	5
1175	Weymouth	do	L. H. Owen	1	8	42	72	6	11
1176	Whitinsville	do	S. A. Melecher	1	1	16	14	2	1
1177	Whitman	do	H. E. Henderson	1	4	43	60	3	5
1178	Williamstown	High School (dept.)	E. H. Botsford	1	1	15	27	4	1
1179	Wilmington	High School	W. I. Meeks	1	0	6	10	....	....
1180	Winchendon	Murdock High School	F. M. Collester	2	2	45	38	7	2
1181	Winchester	High School	E. N. Lovering	1	2	32	49	8	9
1182	Winthrop	do	E. R. Harding	1	0	13	19	0	0
1183	Woburn	do	S. W. Mendum	1	5	75	65	5	13
1184	Worcester	do	J. G. Wight	9	17	333	386	....	....
1185	Wrentham	do	E. J. Whittaker	1	0	14	18	1	1
1186	Yarmouthport	do	E. F. Pierce	1	1	12	13	0	0
	MICHIGAN.								
1187	Adrian	High School	A. E. Curtis	2	4	65	98	0	0
1188	Albion	do	W. C. Hull	1	5	65	95	....	....
1189	Allegan	High School (dept)	Josephine Bennam	2	2	45	60	0	0
1190	Ann Arbor	High School	J. G. Pattingill	9	7	344	354	50	25
1191	Bad Axe	do	L. W. Bacon	1	0	17	28	....	....
1192	Bancroft	High School (dept.)	G. R. Brandt	1	1	20	22	0	0
1193	Battle Creek	High School	F. B. Spaulding	4	2	74	103	3	9
1194	Bay City	do	F. D. Sherman	3	7	133	167	5	7
1195	Belleville	High School (dept.)	E. R. Nethercott	1	1	40	35	0	0
1196	Bellevue	do	L. W. Leisenring	1	1	37	17	....	....
1197	Benton Harbor	High School	Mrs. A. D. DeWitt	1	3	29	61	0	5
1198	Berrien Springs	High School (dept.)	J. D. Carmody	1	1	28	28	....	....
1199	Big Rapids	do	Carrie L. Paine	0	3	22	54	0	0
1200	Birmingham	High School	W. G. Cook	1	2	44	50	4	6
1201	Blissfield	High School (dept.)	D. F. Wilson	1	1	16	24	0	0
1202	Brighton	do	A. V. Sunderlin	1	1	38	42	....	....
1203	Brooklyn	do	J. B. Stephenson	2	1	6	20	....	....
1204	Cadillac	do	E. P. Church	1	1	20	25	0	1
1205	Calumet	do	E. T. Curtis	8	0	19	60	0	0
1206	Caro	do	Emily Fuller	0	3	35	46	1	0
1207	Carson City	do	A. D. DeWitt	1	2	35	40	....	....
1208	Cassville	High School	Daniel Dickson	1	1	12	17	2	3
1209	Cassopolis	do	G. M. Fisk	1	2	65	60	....	....
1210	Cedar Springs	do	E. J. Quackenbush	1	1	20	25	2	1
1211	Champion	High School (dept.)	C. R. Fox	3	0	16	14	....	....
1212	Charlotte	High School	F. B. Spaulding	1	3	47	90	1	3
1213	Chelsea	High School (dept.)	A. A. Hall	1	2	31	42	3	0
1214	Clarkston	High School	A. L. Craft	1	0	26	24	0	0
1215	Coldwater	do	E. P. Bradley	1	4	62	94	0	3
1216	Concord	do	F. W. Wells	1	1	20	23	6	4
1217	Corrunna	do	J. W. Cuppler	1	1	29	30	0	0
1218	Covert	do	Gail Finch	0	4	32	36	0	0
1219	Crystal Falls	do	Amelia Blasdell	0	2	15	19	....	....

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
25	0	23	32	55	7	11	29	50	10	16	36	54	35	37	23	26	8	14	8	13	1160
----	----	5	36	44	11	10	4	7	0	0	13	16	12	14	5	5	----	----	3	9	1161
----	----	8	4	6	1	1	2	4	0	0	4	4	4	4	8	4	5	8	2	5	1162
2	0	6	5	12	0	1	4	21	0	2	10	9	8	4	5	8	3	3	4	21	1163
12	0	18	12	25	7	1	6	26	18	30	15	16	14	9	8	11	3	6	0	0	1104
0	0	3	5	12	0	0	3	3	0	0	6	10	5	5	0	0	0	0	6	7	1165
5	0	8	12	18	0	0	9	5	0	0	6	5	15	13	13	12	13	9	6	4	1166
6	0	13	17	35	1	7	----	----	----	----	11	12	----	----	----	----	3	2	----	----	1167
----	----	2	3	7	----	----	1	4	----	----	9	4	10	3	9	4	3	7	3	6	1168
0	0	8	12	13	0	0	0	0	0	0	9	8	3	5	9	8	3	5	8	9	1169
1	0	8	6	13	3	4	1	3	0	0	7	3	2	1	0	7	2	1	0	7	1170
4	0	29	18	32	3	6	18	29	3	8	16	30	10	20	16	30	9	11	31	27	1171
0	0	7	0	3	0	0	5	4	0	0	4	10	2	3	4	5	2	3	4	5	1172
1	0	0	4	8	0	0	5	11	0	0	2	4	7	3	2	4	7	3	3	5	1173
----	----	10	13	17	6	5	4	7	0	0	12	16	7	10	12	16	7	10	12	16	1174
5	3	12	37	60	6	11	12	21	0	2	25	30	16	18	5	7	3	4	5	19	1175
1	0	9	12	11	0	0	3	4	0	0	9	7	9	7	7	9	7	9	0	0	1176
3	0	11	15	50	0	0	2	9	0	0	15	30	10	25	10	20	4	9	30	60	1177
4	0	10	9	15	4	1	0	0	0	0	10	15	1	7	5	4	6	4	3	7	1178
----	----	4	4	8	0	0	2	2	0	0	2	5	2	4	2	4	2	4	0	0	1179
3	0	6	24	29	7	2	19	15	0	5	15	11	16	8	8	0	4	0	6	7	1180
4	0	7	25	28	8	9	13	14	0	0	23	23	14	16	9	6	8	1	13	21	1181
2	3	6	5	13	----	----	----	----	----	----	9	14	2	4	6	10	4	4	6	10	1182
1	1	38	36	58	5	13	15	23	2	15	30	21	17	20	30	21	7	10	7	4	1183
----	----	125	221	250	70	84	175	189	51	87	99	117	87	76	75	69	25	19	125	151	1184
0	0	3	3	12	0	0	2	4	0	0	10	10.	0	6	2	2	2	1	5	5	1185
0	0	10	12	10	0	0	1	3	0	0	12	18	0	1	12	13	0	0	12	13	1186
12	18	22	14	34	0	0	5	15	5	8	15	25	7	18	30	20	16	9	15	20	1187
----	----	24	0	0	0	0	0	0	0	0	13	20	9	14	16	19	10	15	14	22	1188
5	6	12	9	12	0	0	0	0	10	5	30	16	7	4	20	10	0	0	25	12	1199
250	50	70	165	161	37	21	9	22	71	73	163	181	79	59	90	63	55	42	101	95	1190
----	----	----	1	----	----	----	----	----	----	----	2	6	5	4	5	2	----	----	5	6	1191
1	1	2	0	0	0	0	0	0	1	1	16	17	1	0	3	4	2	1	2	1	1192
----	----	16	40	55	4	12	0	0	9	26	31	48	4	12	5	23	4	11	19	26	1193
----	----	33	32	109	5	7	3	15	11	23	51	119	12	30	11	29	8	22	8	25	1194
3	5	8	0	0	0	0	0	0	2	5	4	7	5	3	5	3	0	0	5	7	1195
----	----	6	----	----	----	----	----	----	----	----	7	15	3	3	2	2	----	----	3	3	1196
1	3	11	11	18	0	0	0	0	3	27	14	33	1	10	2	12	1	10	4	27	1197
3	3	6	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	1198
0	1	10	4	14	0	0	0	0	0	0	3	9	1	4	2	7	3	4	7	13	1199
6	9	14	8	13	0	0	0	4	3	14	13	30	7	9	10	8	5	7	4	8	1200
3	4	1	2	2	0	0	0	0	1	1	3	7	2	2	3	3	0	0	----	----	1201
----	----	4	----	----	----	----	----	----	----	----	14	20	0	4	3	6	----	----	3	6	1202
----	----	13	----	----	----	----	----	----	----	----	6	19	4	9	4	9	----	----	4	10	1203
1	0	0	5	7	0	0	0	0	0	5	5	7	1	4	3	5	3	5	3	4	1204
0	0	24	----	----	----	----	----	----	3	15	3	21	2	21	10	40	0	2	6	19	1205
6	4	9	8	15	0	0	0	0	0	0	20	28	7	12	7	12	5	3	6	5	1206
----	----	----	2	6	0	0	0	0	0	0	9	11	2	3	12	5	0	0	8	6	1207
0	0	----	----	----	----	----	----	----	----	----	5	2	3	1	5	2	----	----	3	2	1208
----	----	11	4	9	0	0	----	----	4	11	18	14	8	4	5	4	1	3	5	6	1219
4	2	7	6	4	0	0	0	0	0	0	6	14	6	4	3	2	6	4	2	12	1210
----	----	----	8	7	----	----	5	6	----	----	4	3	2	3	4	2	2	3	4	4	1211
8	41	12	9	29	1	3	0	0	4	10	17	33	2	9	4	9	4	5	6	13	1212
7	3	6	4	5	0	0	0	0	5	8	9	14	3	3	5	5	3	3	3	4	1213
0	0	4	0	0	0	0	0	0	0	0	20	15	2	2	3	3	0	0	2	4	1214
2	1	16	21	38	0	3	----	----	11	30	30	67	6	11	----	----	12	24	13	16	1215
----	----	9	3	9	0	0	0	0	0	0	7	4	3	3	6	4	0	0	5	5	1216
6	4	11	6	7	0	0	0	0	2	3	10	12	3	7	4	6	6	4	8	9	1217
2	8	8	----	----	----	----	----	----	----	----	2	11	1	8	2	8	----	----	2	9	1218
1	0	1	----	----	----	----	----	----	----	----	6	----	2	----	2	----	2	----	16	----	1219

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	MICHIGAN—cont'd								
1220	Dansville	High School	C. E Linabury	1	1	8	12	....	....
1221	Dexter	High School (dept.)	E. D. Walker	1	1	15	40	0	0
1222	Douglass	do	Jas. Warnock	1	0	60	43	....	....
1223	Dundee	do	A. C. Roberts	1	1	24	30	....	....
1224	Durand	do	S. B. Terry	1	1	16	24	0	0
1225	East Tawas	High School (dept.)	J. K. Osgerby	1	1	20	21	1	4
1226	Eaton Rapids	do	T. L. Evans	1	3	40	60	....	....
1227	Edwardsburg	do	Edmund Schoetzon.	1	1	14	23	....	....
1228	Escanaba	do	Kirk Spoor	1	1	26	32	....	....
1229	Evart	High School	J. H. Thompson	1	1	20	40	....	....
1230	Fenton	High School (dept.)	E. D. Watkins	2	1	26	56	1	3
1231	Flat Rock	do	T. D. Cooke	1	0	8	15	....	....
1232	Flint	High School	G. W. Cooke	1	7	180	180	....	....
1233	Fowlerville	High School (dept.)	C. E. Foster	1	3	34	47	0	0
1234	Fremont	do	Francis Stillson	1	0	15	20	....	....
1235	Galesburg	do	M. E. Conkling	2	0	35	39	0	0
1236	Gaylord	do	G. E. Hancorne	1	2	33	46	....	....
1237	Grand Haven	High School	Lora A. Smith	1	4	33	32	....	....
1238	Grand Ledge	High School (dept.)	J. L. Wagoner	1	1	22	34	....	....
1239	Grass Lake	High School	W. H. Maybee	1	2	56	35	5	3
1240	Hadley	do	Rolfe Patrick	1	0	11	21	0	0
1241	Hancock	High School (dept.)	H. J. Brock	2	1	14	40	....	....
1242	Hanover	High School	J. Q. Roode	1	0	15	16	....	....
1243	Hart	High School (dept.)	F. E. Young	1	1	16	33	0	0
1244	Hartford	High School	W. V. Sage	1	1	9	17	....	....
1245	Hastings	do	W. D. Sterling	2	1	59	79	....	....
1246	Hillsdale	High School (dept.)	S. J. Gier	3	1	50	72	....	....
1247	Holland	High School	J. W. Keitch	2	1	19	34	....	....
1248	Holly	High School (dept.)	S. O. Wood	1	1	34	35	2	1
1249	Homer	do	W. F. Mercer	1	6	15	35	....	....
1250	Houghton	do	F. W. Arbury	2	1	16	32	....	....
1251	Howell	do	W. H. Hawke	1	2	52	54	1	0
1252	Hudson	High School	Tillie Mutschel	1	3	48	40	3	1
1253	Imlay City	High School (dept.)	G. H. Broesamle	1	1	22	45	0	1
1254	Ionia	High School	J. A. Williams	2	4	69	104	7	2
1255	Iron Mountain	do	Flora Wilber	1	2	8	19	....	....
1256	Jackson	High School (dist. No. 1).	E. E. Brown	3	4	108	169	3	7
1257	do	High School (dist. No. 17).	Zada Wilson	0	3	45	60	3	2
1258	Jonesville	High School	J. N. Meade	1	2	28	36	4	0
1259	Kalamazoo	do	S. O. Hartwell	1	7	61	153	2	7
1260	Lake Linden	do	C. G. White	1	2	21	50	0	0
1261	Lakeview	High School (dept.)	W. H. Davis	1	0	8	16	....	....
1262	L'Anse	do	C. E. Tuck	1	0	14	23	....	....
1263	Lansing	High School	O. H. Carson	3	5	79	180	....	....
1264	Lawton	do	W. D. Hill	1	1	30	21	....	....
1265	LeRoy	High School (dept.)	Lewis Camburn	1	3	26	32	....	....
1266	Leslie	do	C. E. Bird	1	1	25	35	....	....
1267	Lexington	do	C. H. Naylor	1	1	15	20	0	1
1268	Litchfield	do	W. H. French	1	1	15	15	....	....
1269	Lowell	do	C. S. Larzelere	1	1	39	55	0	0
1270	Ludington	do	E. C. Peirce	1	1	27	61	....	....
1271	Manchester	do	G. W. Loomis	1	2	31	31	2	0
1272	Manistee	High School	L. B. Lee	2	3	45	73	10	30
1273	Manton	High School (dept.)	W. A. Heson	1	0	20	3	....	....
1274	Marine City	do	F. A. Leslie	1	2	23	19	1	3
1275	Marquette	High School	M. J. Sherwood	1	4	23	52	0	0
1276	Mason	do	Nellie Knappen	1	3	35	40	....	....
1277	Mayville	do	E. D. Diamond	1	0	30	36	0	0
1278	Memphis	do	Frank Sooy	1	0	7	8	....	....
1279	Menominee	do	Minnie F. Stringham.	1	1	23	46	....	....

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
2	9	13	2	1	0	0	0	0	0	0	4	7	3	0	4	9	----	----	3	1	1220
5	15	7	4	6	----	----	----	----	6	7	7	15	1	5	4	7	----	2	----	1	1221
----	----	----	0	0	0	0	0	0	0	0	21	14	6	2	5	2	----	----	9	7	1222
----	----	4	8	7	0	0	0	0	0	0	14	20	4	2	4	4	4	2	7	11	1223
0	0	0	----	----	----	----	----	----	----	----	2	3	----	----	2	2	----	----	----	----	1224
3	0	5	0	0	0	0	0	0	0	0	5	8	4	8	6	4	1	4	3	5	1225
20	40	6	10	20	0	0	0	0	8	14	12	20	8	6	3	10	2	7	5	9	1226
----	----	2	8	3	0	0	0	0	0	0	14	23	11	12	5	6	5	3	4	7	1227
----	----	3	----	----	----	----	----	----	----	----	6	11	2	4	2	4	----	----	2	4	1228
----	----	3	1	3	0	0	0	0	0	0	8	14	3	1	9	6	6	0	10	12	1229
2	0	11	7	13	0	0	0	0	6	10	14	25	8	15	8	10	6	6	8	5	1230
----	----	1	----	----	----	----	----	----	----	----	3	2	----	1	----	1	----	----	1	----	1231
----	----	41	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	1232
0	0	5	0	0	0	0	0	0	0	0	14	16	2	6	2	5	----	----	10	7	1233
----	----	4	0	0	0	0	0	0	0	0	7	5	4	6	7	5	7	5	7	5	1234
0	0	4	4	7	0	0	0	0	0	0	15	21	2	2	4	8	4	6	6	8	1235
----	----	----	----	----	----	----	----	----	----	15	10	30	2	5	9	9	0	0	5	7	1236
9	4	7	11	7	----	----	----	----	----	3	28	19	----	7	4	8	----	----	----	----	1237
----	----	2	----	----	----	----	----	----	----	----	6	3	2	----	4	----	----	----	4	2	1238
8	5	6	8	6	0	0	0	0	8	6	23	19	8	3	7	4	5	4	5	8	1239
1	3	6	----	----	----	----	----	----	----	----	5	16	----	----	----	----	----	----	----	----	1240
8	0	----	1	3	0	0	2	10	4	18	14	40	5	13	3	18	0	0	4	12	1241
0	2	47	0	0	0	0	0	0	0	0	3	3	4	5	5	5	5	4	12	5	1242
6	5	9	----	----	----	----	----	----	----	----	12	27	10	21	6	11	6	10	10	23	1243
----	----	8	0	0	0	0	0	0	0	0	4	8	2	7	2	6	3	9	----	----	1244
----	----	23	10	22	0	0	0	0	11	19	34	35	6	19	17	12	4	8	17	22	1245
----	----	12	12	9	----	----	----	----	4	10	14	35	5	9	4	10	0	0	15	26	1246
1	0	8	9	20	0	0	0	0	0	0	6	14	1	7	4	10	1	7	6	14	1247
----	----	2	4	3	0	0	0	0	8	9	10	10	1	3	1	8	4	3	4	6	1248
----	----	6	0	0	0	0	0	0	0	0	2	13	4	6	4	5	0	0	3	18	1249
5	18	8	1	13	0	0	0	4	0	8	9	18	4	6	3	7	3	5	2	5	1250
26	21	11	12	14	----	----	----	----	14	16	15	19	5	8	9	11	4	5	8	12	1251
12	11	7	13	17	2	1	0	0	7	11	19	16	11	6	8	11	7	6	12	9	1252
1	0	8	0	0	0	0	0	0	2	12	----	----	3	----	12	9	0	0	4	6	1253
10	12	15	16	24	2	2	0	0	7	9	20	22	7	8	10	18	4	5	8	9	1254
----	----	2	1	0	0	0	0	0	5	15	7	14	0	2	0	4	0	0	1	3	1255
28	36	42	47	60	3	7	8	15	18	35	43	43	15	9	18	33	10	22	30	35	1256
8	9	17	5	15	0	0	0	0	6	12	20	35	3	14	8	15	3	12	20	35	1257
3	0	3	4	2	0	0	0	6	10	12	8	12	5	7	4	6	3	2	10	10	1258
6	15	41	34	60	2	8	5	33	3	18	18	44	15	26	18	40	5	10	12	40	1259
20	1	19	1	17	0	0	0	6	1	19	21	50	21	50	21	50	21	50	21	50	1260
----	----	1	----	----	----	----	----	----	----	----	1	7	1	7	2	8	----	----	3	11	1261
----	----	----	----	----	----	----	----	----	----	----	11	13	9	10	9	10	----	----	11	13	1262
----	----	15	43	81	0	0	0	0	19	24	49	128	22	43	2	8	14	21	19	49	1263
15	10	7	0	0	0	0	0	0	4	7	20	5	7	5	6	4	0	0	6	7	1264
----	----	----	0	0	0	0	0	0	0	0	4	12	2	2	2	2	----	----	----	----	1265
----	----	5	3	14	0	0	0	0	0	10	15	15	3	6	2	5	0	0	3	1	1266
----	----	5	----	----	----	----	----	----	----	----	9	12	2	3	7	8	0	0	2	8	1267
2	1	4	8	5	0	0	0	0	6	8	7	4	2	2	3	2	0	0	3	1	1268
0	0	6	1	3	0	0	0	0	5	10	9	7	1	4	11	6	0	0	6	9	1269
15	15	11	18	30	0	0	0	0	10	8	20	36	2	9	2	10	2	9	3	12	1270
----	----	3	4	4	0	0	0	0	15	12	15	14	3	2	5	4	5	3	16	12	1271
4	0	12	21	39	0	0	1	4	4	22	20	60	3	15	5	23	4	12	8	30	1272
----	----	2	2	0	0	0	0	0	0	0	4	1	6	0	0	1	0	0	2	0	1273
----	----	4	2	2	0	0	0	3	2	4	4	5	1	3	4	5	0	0	2	3	1274
7	5	12	12	18	0	0	0	0	5	10	9	10	4	6	6	14	2	6	3	10	1275
----	----	9	13	17	0	0	0	0	3	5	18	19	5	8	11	14	----	----	5	8	1276
0	0	4	----	----	----	----	----	----	----	----	18	13	7	23	3	5	----	----	10	18	1277
----	----	----	----	----	----	----	----	----	----	----	7	5	0	8	0	3	----	----	0	4	1278
----	----	8	8	22	0	0	0	0	3	5	7	26	2	6	2	6	0	0	2	7	1279

Table 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	MICHIGAN—cont'd								
1280	Midland	High School	F. E. Stroup	1	1	28	42	....	....
1281	Milan	High School (dept.)	G. A. Dennison	1	2	30	45	0	0
1282	Milford	do	A. P. Cook	1	1	29	48	0	0
1283	Montague	do	J. C. Bryant	1	1	25	22	0	0
1284	Morrice	High School	F. L. Ingraham	1	1	25	28	....	....
1285	Mount Clemens	do	W. S. White	2	2	28	50	0	0
1286	Muir	do	A. G. Gates	0	3	20	24	5	4
1287	Muskegon	do	J. H. Sheffield	3	3	52	132	1	1
1288	Nashville	High School (dept.)	O. M. McLaughlin	0	3	35	45	4	4
1289	Newaygo	do	Jas. Biscomb	1	1	12	18	0	0
1290	New Haven	High School	R. W. Hitchcock	1	1	12	25	0	0
1291	Niles	do	L. H. Stewart	2	2	23	60	0	0
1292	North Adams	do	J. E. Hammond	1	1	35	46	10	2
1293	Northport	High School (dept.)	M. A. McKeever, supt.	1	0	29	40	6	4
1294	Northville	do	J. A. Sinclair	1	1	15	25	0	0
1295	Norway	High School	S. B. Tobey	1	1	13	16	....	....
1296	Osceola	do	Nina M. Stephens	0	1	6	11	0	0
1297	Otsego	High School (dept.)	G. C. Nevins	1	1	26	43	....	....
1298	Ovid	do	E. M. Plunkett, supt.	1	1	30	35	0	0
1299	Oxford	High School	H. S. Elliott	1	3	30	20	0	0
1300	Palo	High School (dept.)	F. W. Braley	1	1	20	30	0	0
1301	Parma	High School	G. O. Turk	1	1	27	28	....	....
1302	Pau Pau	High School (dept.)	E. A. Wilson	1	8	45	50	3	6
1303	Pentwater	do	Ina McBurney	1	1	20	35	3	0
1304	Perry	do	H. J. McEuen	1	1	23	27	....	....
1305	Petersburg	do	C. H. Carrick	1	2	13	15	....	....
1306	Pinckney	do	W. A. Sprout	1	0	9	14	....	....
1307	Plainwell	do	L. E. Irland	1	3	32	59	0	0
1308	Pontiac	High School	F. E. Converse	2	3	56	80	....	....
1309	Port Austin	High School (dept.)	T. D. Brown	1	0	13	9	0	0
1310	Port Huron	High School	J. H. Beazell	1	4	39	86	....	....
1311	Reading	do	G. A. McGee	1	0	18	33	....	....
1312	Reed City	High School (dept.)	A. B. Perrin	1	1	15	25	....	....
1313	Richmond	do	R. J. Crawford	1	0	26	28	0	0
1314	Rochester	do	W. P. Rankin	1	3	29	23	2	1
1315	St. Clair	High School	C. M. Robbins	1	3	18	31	....	....
1316	St. Louis	High School (dept.)	W. A. Werks	1	2	15	35	1	1
1317	Saline	do	W. N. Lister	1	1	19	22	0	0
1318	Sand Beach	do	E. E. Ferguson	1	1	13	37	10	18
1319	Saginaw	High School (east)	E. C. Goddard	5	7	112	182	....	....
1320	Saginaw	High School (west)	F. L. Sage	1	5	67	118	10	19
1321	South Haven	High School (dept.)	A. D. Prentice	1	1	28	32	0	0
1322	Spring Lake	do	F. H. Baldwin	1	1	25	25	0	0
1323	Springport	do	F. M. Harlow	1	0	14	23	0	0
1324	Stanton	do	Grace V. T. Comstock	0	2	14	30	0	0
1325	Sturgis	High School	Eugene Gregory	1	2	21	35	....	....
1326	Three Rivers	do	W. C. Hewitt	1	2	50	61	0	0
1327	Unionville	do	R. Ducalon	1	0	19	17	2	2
1328	Vandalia	High School (dept.)	C. E. Cone	2	0	14	26	0	0
1329	Vassar	do	I. L. Forbes	1	3	25	40	1	4
1330	Vermontville	High School	F. D. Smith	1	1	30	44	....	....
1331	Vernon	do	Eugene Severance	1	0	15	26	....	....
1332	Vicksburg	do	W. E. Ransom	1	1	27	35	0	0
1333	Wayne	High School (dept.)	E. F. Gee	1	1	23	39	....	....
1334	West Bay City	High School	Stella Thorpe	1	3	29	86	....	....
1335	Whitehall	do	C. M. McLean	1	1	43	38	0	0
1336	Williamston	do	G. C. Lawrence	1	1	25	37	0	0
1337	Wyandotte	do	K. M. Gartner	1	1	35	25	....	....
1338	Yale	do	L. H. Peck	1	2	25	30	2	6
1339	Ypsilanti	do	J. H. Hopkins	2	2	35	45	2	2

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
....	....	3	5	4	0	0	0	0	0	0	10	16	7	8	3	6	4	3	8	17	1280
1	2	3	....	....	....	....	....	....	....	....	10	18	2	6	4	8	....	....	3	5	1281
0	0	9	0	0	0	0	0	0	0	0	5	20	2	7	3	16	3.	9	5	10	1282
0	0	8	1	1	....	....	....	....	....	....	12	10	4	5	6	5	....	....	7	5	1283
....	....	11	0	0	0	0	0	0	0	0	11	11	3	9	5	6	0	0	3	9	1284
12	4	11	12	21	0	0	0	0	0	0	4	12	5	7	4	6	3	9	7	8	1285
0	0	4	0	0	0	0	0	0	0	0	18	16	9	9	12	4	9	9	9	9	1286
....	....	25	21	42	1	1	0	12	5	29	23	63	3	16	3	13	3	17	3	22	1287
10	12	18	18	15	0	0	0	0	10	15	25	31	25	81	20	18	10	5	35	45	1288
0	0	7	0	0	0	0	0	0	0	0	4	5	3	3	4	3	....	....	4	3	1289
0	0	0	0	0	0	0	0	0	0	0	3	6	1	2	2	2	0	0	4	2	1290
2	1	11	6	20	0	0	0	0	5	12	11	36	1	0	7	12	4	6	5	14	1291
5	4	4	4	9	0	0	0	0	0	0	12	19	1	2	10	14	0	0	2	4	1292
5	3	9	0	0	0	0	0	0	0	0	11	0	0	0	16	5	16	5	8	9	1293
0	0	5	3	8	0	0	0	0	0		10	10	2	2	2	4	2	3	6	10	1294
....	....	1	2	4	....	....	....	....	5	11	2	4	1	1	3	5	....	....	1	4	1295
2	5	2	0	0	0	0	0	0	0	0	2	4	2	6	1	6	0	0	3	6	1296
....	....	3	2	8	0	0	0	0	0	0	6	20	3	5	3	5	3	1	5	8	1297
2	0	6	0	0	0	0	0	0	0	0	12	15	7	3	7	3	0	0	0	0	1298
5	8	0	2	2	0	0	0	0	0	0	17	10	3	4	4	4	4	4	4	8	1299
0	0	3	0	0	0	0	0	0	0	0	5	11	3	5	3	5	0	0	5	1	1300
....	....	14	0	0	0	0	0	0	0	0	16	18	10	5	5	0	5	7	10	5	1301
2	4	12	15	25	2	1	0	0	4	16	15	25	7	5	8	11	6	3	6	10	1302
1	14	9	1	15	0	0	0	0	4	3	15	30	1	8	2	6	1	8	4	6	1303
....	....	7	....	....	....	....	....	....	....	....	4	7	4	3	4	2	....	....	5	3	1304
....	....	2	0	0	0	0	0	0	0	0	4	10	4	2	4	2	0	0	4	2	1305
....	....	....	0	0	0	0	0	0	0	0	6	14	0	0	3	7	0	0	3	7	1306
2	0	10	7	8	0	0	0	0	0	0	7	13	3	3	6	14	5	5	5	5	1307
....	....	11	34	35	2	0	0	3	6	12	30	60	8	10	5	6	9	5	8	15	1308
0	1	3	0	1	0	0	0	0	0	0	7	6	2	1	2	1	2	1	2	1	1309
....	....	8	5	35	2	0	0	0	2	7	4	30	4	4	2	14	4	9	11	32	1310
....	....	4	0	0	0	0	0	0	0	0	6	7	1	3	5	8	0	0	1	2	1311
....	....	4	0	0	0	0	0	0	0	0	3	8	1	4	1	7	0	0	2	8	1312
20	25	9	0	0	0	0	0	0	0	0	14	15	14	15	5	3	5	3	3	6	1313
0	0	4	8	8	0	0	0	0	7	10	9	7	3	4	8	7	9	8	9	8	1314
....	....	3	4	10	0	0	....	....	4	8	5	13	1	4	0	4	0	0	0	8	1315
0	0	8	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1316
4	6	2	2	2	0	0	0	0	6	13	11	10	2	2	8	9	4	5	2	2	1317
3	8	6	1	8	0	0	0	0	0	0	6	10	0	6	1	3	0	0	1	10	1318
....	....	....	75	85	6	6	0	0	34	59	67	104	15	19	30	44	9	12	30	42	1319
25	20	28	32	79	2	6	0	11	9	11	41	69	8	19	18	32	4	6	9	12	1320
0	0	4	0	0	0	0	0	0	0	0	4	12	3	5	....	....	....	....	7	15	1321
2	3	0	0	0	0	0	0	0	0	0	8	12	0	0	6	8	0	0	6	8	1322
2	5	9	0	0	0	0	0	0	0	0	14	14	4	8	4	8	....	....	14	14	1323
4	7	7	1	6	0	0	0	0	0	0	2	9	2	11	4	9	2	2	6	11	1324
3	4	7	1	8	0	0	0	0	7	9	10	12	7	8	5	4	0	0	5	8	1325
3	2	9	10	19	0	0	0	0	6	12	21	13	6	8	....	....	14	17	16	5	1326
0	0	2	0	0	0	0	0	0	0	0	8	11	7	2	3	2	0	0	2	0	1327
0	0	4	3	4	0	0	0	0	0	0	2	4	1	1	6	6	3	2	1	2	1328
5	8	72	8	14	0	0	0	0	6	9	12	13	7	15	7	8	3	5	5	12	1329
....	....	18	3	4	0	0	0	0	0	0	17	28	5	9	5	9	0	0	5	9	1330
....	....	....	0	0	0	0	0	0	0	0	7	13	3	7	7	13	....	....	3	7	1331
0	0	0	6	15	0	0	0	0	4	4	11	13	2	1	6	4	0	0	3	1	1332
....	...	6	2	6	0	0	0	0	4	16	12	19	2	5	2	4	0	0	3	4	1333
....	....	15	18	42	....	....	0	8	4	14	3	20	2	12	2	14	2	8	15	20	1334
0	0	4	....	....	....	....	....	....	....	....	7	8	1	3	1	3	3	6	8	7	1335
2	6	8	7	12	0	0	0	0	0	0	14	18	4	5	6	6	7	6	8	7	1336
0	0	5	....	....	....	....	....	....	....	....	9	10	4	8	3	7	5	7	3	5	1337
5	3	3	0	0	0	0	0	0	0	0	3	12	0	3	2	1	0	0	2	5	1338
3	2	5	12	20	0	2	0	0	3	15	10	20	5	7	3	5	6	6	10	15	1339

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	MINNESOTA.								
1340	Albert Lea	High School	W. J. Schmitz	1	3	25	30	0	0
1341	Alexandria	do	J. E. Manchester	1	3	51	57	0	0
1342	Anoka	do	M. A. Stone	2	2	20	60	2	0
1343	Appleton	do	F. G. Holmes	1	1	4	26	0	0
1344	Austin	do	Florence Neel	1	3	49	68	1	1
1345	Benson	do	D. W. Hume	1	1	16	17	5	0
1346	Blue Earth City	do	I. F. Bomberger	2	0	25	38	0	0
1347	Cannon Falls	do	O. C. Gross	1	0	12	25	1	3
1348	Chatfield	High School (dept.)	Lela M. Klampe	0	2	19	30	0	0
1349	Crookston	High School	C. Chamberlain	2	1	28	37	....	....
1350	Detroit	do	B. F. Buck	....	....	16	22	....	....
1351	Dodge Center	do	J. C. Marshall	1	1	15	20	....	....
1352	Duluth	do	E. T. Critchett	2	5	74	121	3	3
1353	Dundas	do	W. Nicholson	1	2	12	21	3	3
1354	Elk River	do	T. F. Moran	1	1	9	16	....	....
1355	Fairmont	do	W. P. Milliken, jr.	1	2	21	20	....	....
1356	Faribault	do	G. R. Simpson	2	3	44	48	5	4
1357	Farmington	do	B. H. Lawrence	1	1	20	24	0	0
1358	Fergus Falls	do	F. A. Weld	2	2	15	20	1	0
1359	Fulda	High School (dept.)	A. M. Tierney	0	1	2	4	1	1
1360	Glenwood	do	J. E. Gilman	1	1	20	19	3	2
1361	Granite Falls	do	J. Van Vaukenburg	1	1	10	16	0	0
1362	Hastings	High School	J. H. Lewis	1	5	29	93	....	....
1363	Henderson	do	Lafayette Bliss	1	1	30	25	....	....
1364	Howard Lake	High School (dept.)	M. Emily Harris	0	2	13	18	....	....
1365	Hutchinson	High School	H. L. Merrill	1	1	7	29	....	....
1366	Janesville	High School (dept.)	E. J. Donaldson	1	0	8	16	....	....
1367	Kasson	do	C. H. Roberts	1	1	9	22	....	....
1368	Lake City	High School	Milton Rex	2	1	44	56	2	0
1369	Lake Crystal	High School (dept.)	S. S. Hilcher	1	0	20	15	....	....
1370	Lanesboro	High School	K. W. Buell	1	0	7	17	....	....
1371	Le Roy	High School (dept.)	C. C. Miller	1	0	15	39	1	3
1372	Le Sueur	High School	J. M. Richardson	2	1	13	27	10	15
1373	Litchfield	do	E. V. W. Brokaw	1	1	20	41	2	1
1374	Luverne	High School (dept.)	G. L. Leslie	1	1	10	20	....	....
1375	Mankato	High School	Alice W. Ayers	1	3	50	41	....	....
1376	Mantorville	do	J. E. Allen	1	0	8	14	....	....
1377	Mapleton	do	W. H. A. Rutherford	1	0	12	13	....	....
1378	Minneapolis	Adams High School	C. M. Jordan	3	10	96	117	....	....
1379	do	Central High School	J. S. Crombie	8	25	291	595	....	....
1380	do	Holmes High School	G. B. Acton	2	6	67	81	....	....
1381	do	Northside High School.	J. N. Greer	1	7	65	77	25	50
1382	Montecello	High School	A. T. Mann	1	2	15	30	0	0
1383	Montevideo	High School (dept.)	E. C. Wilkins	1	1	26	31	1	0
1384	Moorhead	High School	W. F. Webster	1	3	11	19	0	0
1385	Morris	do	J. N. Childs	1	1	19	18	0	0
1386	New Ulm	do	Robert Nix	1	0	11	7	0	0
1387	Northfield	High School (dept.)	W. F. F. Selleck	1	1	28	52	8	2
1388	Ortonville	High School	L. H. Kennedy	1	1	15	15	2	0
1389	Owatonna	do	G. F. Kenaston	2	3	53	47	1	1
1390	Plainville	High School (dept.)	J. A. Vandyke	1	1	17	20	....	....
1391	Preston	High School	E. E. Lockerby, superintendent.	1	1	18	22	3	9
1392	Red Wing	do	Z. N. Vaughn	2	2	30	60	3	2
1393	Redwood Falls	do	F. F. Farrar	1	2	20	28	....	....
1394	Rochester	do	D. Steward	1	3	30	28	2	1
1395	St. Charles	do	G. A. Stanton	1	1	29	40	....	....
1396	St. Cloud	do	Dora Wells	1	2	20	36	....	....
1397	St. Paul	Central High School	G. N. Carman	12	17	202	397	45	15
1398	do	Cleveland High School.	S. A. Tamsworth	1	1	15	24	3	3
1399	do	Humboldt High School.	J. C. Bryant	3	2	33	32	....	....

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
15	0	6	15	20	0	0	0	0	2	6	12	18	6	12	6	12	6	2	0	0	1340
0	0	14	9	11	0	0	0	0	6	6	21	24	16	14	10	7	9	5	0	0	1341
1	0	13	18	52	3	0	----	----	4	16	11	47	4	18	4	20	0	0	0	0	1342
1	6	4	1	6	0	0	0	0	0	0	20	18	1	11	----	7	1	----	----	9	1343
26	49	118	13	30	1	1	0	0	3	10	26	36	8	15	8	15	3	7	4	8	1344
1	0	0	13	7	0	0	0	0	0	0	15	11	6	4	6	4	0	0	10	5	1345
9	12	8	7	21	0	0	0	0	4	3	17	26	7	9	2	3	4	4	0	0	1346
1	0	1	1	4	----	----	----	----	----	----	2	13	2	4	2	4	1	4	1	1	1347
2	5	0	19	30	0	0	0	0	----	----	5	10	2	8	2	8	15	10	5	10	1348
----	----	4	13	21	5	4	0	0	0	0	14	20	4	3	4	3	0	0	2	3	1349
----	----	2	5	9	0	0	0	0	0	0	7	7	0	2	6	8	----	----	1	4	1350
4	3	6	7	10	----	----	----	----	----	----	8	15	0	6	5	6	0	6	0	0	1351
25	30	14	24	42	3	3	5	6	30	30	55	34	33	43	14	20	7	8	7	7	1352
0	0	5	2	3	0	0	0	0	----	----	6	11	2	3	1	1	2	3	2	3	1353
----	----	4	10	10	0	0	0	0	1	1	7	10	5	6	3	4	2	2	----	----	1354
----	----	6	6	10	0	0	0	0	0	0	15	14	5	3	3	5	3	3	3	3	1355
----	----	12	25	19	5	4	0	0	0	0	10	21	12	4	12	14	10	7	6	7	1356
8	5	3	12	19	0	0	0	0	0	0	15	20	5	3	2	4	2	1	6	8	1357
4	5	3	15	18	1	----	----	----	3	5	8	10	8	10	5	8	5	8	----	----	1358
0	0	4	1	----	1	----	----	----	----	----	1	3	1	----	2	4	0	0	0	0	1359
----	----	1	4	3	0	0	0	0	0	0	11	11	4	----	10	----	6	2	2	----	1360
0	3	0	8	10	----	----	----	----	----	----	8	10	----	8	----	8	----	----	----	----	1361
----	----	11	9	29	----	----	----	----	5	17	17	40	6	10	8	8	6	9	4	16	1362
15	10	12	30	25	0	0	0	0	0	0	18	16	20	15	15	15	20	15	25	20	1363
9	12	1	8	9	----	----	----	----	5	4	8	11	2	2	4	3	----	----	1	4	1364
4	16	9	1	19	0	0	0	0	0	0	6	29	3	8	----	6	----	6	2	6	1365
2	8	3	7	10	0	0	0	0	0	0	8	11	2	5	3	2	0	0	3	3	1366
----	----	4	9	22	0	0	0	0	0	0	9	22	9	22	9	22	0	0	1	4	1367
2	1	14	16	23	2	0	0	0	1	10	23	38	13	17	10	20	4	9	4	15	1368
----	----	----	5	2	----	----	----	----	----	----	7	3	3	----	7	1	11	2	----	----	1369
----	----	4	4	8	0	0	0	0	2	2	5	11	2	3	2	2	0	0	2	2	1370
2	4	5	1	4	0	0	0	0	0	0	5	11	2	4	3	5	0	0	1	5	1371
0	0	6	7	16	0	0	0	0	1	17	13	20	1	9	1	8	1	3	0	4	1372
0	0	11	8	14	0	0	0	0	0	0	11	26	5	15	3	8	4	9	0	0	1873
----	----	6	10	20	0	0	0	0	0	0	10	20	1	7	0	7	0	0	0	7	1374
----	----	16	30	21	4	3	0	0	5	9	24	21	16	13	5	8	11	5	12	9	1375
----	----	----	6	5	0	0	0	0	0	0	5	13	1	3	3	5	0	0	3	6	1376
----	----	1	4	8	0	0	1	4	1	4	8	12	1	2	1	2	0	0	10	13	1377
----	----	----	52	67	2	0	0	1	40	24	81	111	18	26	8	32	0	0	10	13	1378
----	----	101	249	248	23	22	71	70	89	89	273	273	122	122	137	137	25	25	85	84	1379
----	----	----	37	38	1	1	0	0	23	46	37	56	18	17	15	13	0	0	17	28	1380
20	0	16	10	31	10	----	----	5	12	10	50	52	20	30	20	16	6	10	20	50	1381
1	3	0	7	18	0	0	0	0	0	0	13	22	3	13	1	9	0	4	0	0	1382
11	15	10	11	28	0	0	0	0	0	0	15	25	8	13	5	8	4	6	----	----	1383
2	2	4	3	8	0	0	0	0	2	2	7	10	2	2	2	2	2	2	0	0	1384
2	1	0	8	4	0	0	0	0	0	0	16	10	5	2	11	5	0	0	0	0	1385
4	0	1	10	6	0	0	0	0	10	5	10	7	10	7	2	6	9	1	11	7	1386
20	30	7	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	1387
4	0	0	7	5	----	----	----	----	----	----	7	6	4	1	0	1	5	----	----	----	1388
30	40	10	20	24	0	1	0	0	3	7	20	27	21	21	11	10	7	4	5	9	1389
----	----	2	9	19	0	0	0	0	0	0	5	17	6	13	0	0	0	0	0	0	1390
15	13	4	6	18	0	0	0	0	1	4	7	15	4	10	1	5	1	4	0	0	1391
----	----	8	29	33	4	2	1	5	0	0	21	36	6	8	14	14	3	6	0	0	1392
1	5	----									6	14	4	12	5	14	----	----	0	5	1393
----	----	10	21	31	1	0	0	0	4	2	19	20	10	10	10	5	7	7	0	0	1394
----	----	4	8	10	0	0	0	0	0	0	7	12	3	10	8	10	1	10	12	20	1395
----	----	----	8	14	0	0	0	0	0	0	12	21	5	7	----	----	----	8	----	----	1396
120	120	84	113	138	24	6	23	110	51	157	117	269	48	43	22	29	6	9	61	124	1397
6	9	----	2	12	0	0	0	0	3	0	12	20	----	----	----	----	----	----	----	----	1398
----	----	----	8	17	0	0	0	7	12	12	7	21	0	0	0	0	0	0	0	7	1399

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	MINNESOTA—Continued.								
1400	St. Paul	Webster High School.	Lucia M. Miller	2	3	21	34	6	0
1401	St. Peter	High School	Edgar George	1	2	18	31	....	....
1402	Sauk Center	High School (dept.)	O. I. Woodley	1	2	30	44	....	....
1403	Sleepy Eye	do	E. E. Lockerby	2	0	21	23	0	8
1404	Stillwater	High School	J. L. Garland	2	3	62	103	....	....
1405	Wabasha	do	V. W. Lothrop	....	....	14	21	....	....
1406	Wadena	High School (dept.)	J. A. Cranston	1	1	6	20	....	....
1407	Waseca	do	F. V. Hubbard	1	1	25	30	5	5
1408	Waterville	do	O. F. Morgan	1	0	11	19	0	0
1409	Wells	High School	V. R. Masson	1	1	14	19	....	....
1410	Willmar	do	W. A. Hadley	1	1	33	24	5	8
1411	Windom	do	P. G. Fullerton	1	1	12	24	....	....
1412	Winnebago City	High School (dept.)	H. C. Hess	1	1	19	25	....	....
1413	Winona	do	J. F. Giles	1	4	50	70	....	....
1414	Worthington	High School	W. W. Hobbs	1	2	25	35	7	10
1415	Zumbrota	do	G. E. St. John	0	1	15	10	0	0
	MISSISSIPPI.								
1416	Bolton	High School	A. H. Ramsay	1	3	25	35	11	15
1417	Carrollton	Male Academy	R. B. Smith	1	0	20	0	15	0
1418	Clarksdale	High School (dept.)	C. N. Lynch	1	2	24	6	5	0
1419	Crystal Springs	High School	P. M. Tyler	1	1	8	16	....	....
1420	Ellisville	do	R. G. Hicks	1	1	8	4	....	....
1421	Enterprise	do	J. F. Boydstun	1	2	4	16	....	....
1422	Gallman	do	I. H. Auding	1	0	5	11	....	....
1423	Hickory	Hickory Institute	W. I. Thames	1	2	20	18	....	....
1424	Jackson	High School (dept.)	J. C. Hardy	1	1	20	30	....	....
1425	Macon	High School	W. F. Moncrieff	1	1	3	17	0	2
1426	Senatobia	do	Alex Crawford	1	0	32	0	7	0
1427	Water Valley	do	L. J. Corbly	1	2	19	47	5	10
1428	Wesson	do	J. H. Beavers	1	0	4	4	1	1
1429	Winona	High School (dept.)	W. J. Taylor	1	2	75	90	7	4
	MISSOURI.								
1430	Adrian	High School	W. E. Welch	1	1	6	21	2	5
1431	Boonville	High School (dept.)	F. W. Ploger	1	0	10	16	....	....
1432	Breckenridge	High School	F. L. Lonsdale	1	0	13	26	....	....
1433	Buffalo	do	I. W. Wingo	1	1	32	30	....	....
1434	Butler	High School (dept.)	J. F. Starr	1	1	20	38	0	0
1435	California	High School	S. G. Sandon	1	1	11	27	2	4
1436	Cameron	High School (dept.)	J. D. Wilson	2	1	23	30	0	0
1437	Canton	High School	A. B. Price	1	2	12	24	3	6
1438	Carrollton	do	J. G. McVeigh	1	1	65	30	12	10
1439	Chillicothe	High School (dept.)	W. W. Griffith	2	1	22	50	....	....
1440	Clinton	High School	C. B. Reynolds	1	3	50	100	....	....
1441	Craig	High School (dept.)	F. L. Maxwell	1	0	15	18	3	4
1442	Cuba	High School	B. W. Fink, M. S. D.	1	1	10	18	....	....
1443	Curryville	do	S. E. Stout	1	1	15	12	....	....
1444	Golden City	High School (dept.)	A. R. McClelland	1	0	16	22	....	....
1445	Grant City	do	L. M. Phipps	1	0	16	21	....	....
1446	Hannibal	High School (Douglass).	J. H. Pelham	1	0	15	20	3	0
1447	Hannibal	High School	F. H. Loomis	3	1	32	81	....	....
1448	Harrisonville	High School (dept.)	H. F. Triplett	1	....	75	85	20	15
1449	Higginsville	High School	R. H. Emberson	1	1	16	24	0	0
1450	Hillsborough	do	George Steel	1	0	12	12	....	....
1451	Huntsville	High School (dept.)	A. P. Settle	1	1	26	25	....	....
1452	Independence	High School	W. L. C. Palmer	1	1	30	60	3	2
1453	Jasper	do	J. W. Spaid	1	1	8	18	....	....
1454	Jefferson	do	E. H. Kochtitzky	2	1	15	52	0	0
1455	Kansas City	High School (central)	J. T. Buchanan	11	3	303	507	40	50

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	0	....	16	17	....	....	....	11	10	8	21	31	....	....	....	....	....	....	....	....	1400
15	26	6	15	26	....	....	....	....	....	8	17	25	....	8	2	6	....	....	....	6	1401
....	....	10	13	21	....	....	....	....	5	7	14	15	4	11	10	12	5	5	6	6	1402
12	6	3	3	7	0	0	0	0	3	8	8	6	3	4	7	6	1	2	7	7	1403
....	....	8	8	32	0	0	....	....	2.	5	26	39	....	7	5	....	7	....	....	....	1404
....	....	6	10	10	....	....	....	....	....	....	12	16	1	5	....	....	....	....	....	....	1405
....	....	4	5	20	0	0	0	0	0	0	5	20	1	4	1	4	0	0	0	0	1406
10	12	11	12	18	0	0	0	0	0	0	14	16	5	6	5	6	0	0	7	8	1407
3	4	2	2	8	....	....	....	....	....	....	6	15	3	....	1	....	....	....	2	....	1408
4	5	2	9	13	0	0	0	0	0	0	14	16	3	2	8	6	8	4	2	1	1409
6	3	....	20	20	0	0	0	0	0	0	2	8	2	3	4	6	0	0	2	4	1410
....	....	1	9	18	0	0	0	0	0	0	12	24	6	13	2	8	1	4	2	8	1411
....	....	2	8	22	....	....	....	....	2	2	11	18	4	4	1	1	....	....	1	2	1412
....	....	11	18	20	....	....	....	....	30	42	36	41	21	21	14	8	12	2	5	6	1413
5	8	4	23	30	0	0	0	0	0	0	10	15	4	8	2	3	2	3	0	0	1414
0	1	2	9	9	0	0	0	0	0	0	6	2	2	5	0	2	1	2	2	5	1415
....	....	....	10	13	....	....	....	....	....	....	9	11	6	7	9	8	6	5	12	9	1416
7	0	....	10	....	....	....	....	....	....	....	12	....	1	....	8	....	3	....	....	....	1417
4	0	19	8	2	2	0	0	0	0	0	6	2	0	0	3	2	0	0	0	0	1418
....	....	18	8	16	0	0	0	0	0	0	18	30	0	4	5	16	0	0	8	8	1419
....	....	....	0	1	....	....	....	....	....	....	10	6	....	....	8	2	2	4	....	....	1420
....	....	9	2	15	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1421
....	....	....	2	4	2	0	0	0	0	0	4	11	0	1	2	3	0	0	5	5	1422
....	....	1	6	1	0	0	0	0	0	0	7	5	2	0	0	0	3	0	0	0	1423
....	....	5	20	30	....	....	....	....	....	....	20	30	3	15	2	12	....	....	2	12	1424
0	0	4	4	17	0	0	0	0	0	0	4	12	4	12	4	12	0	5	4	12	1425
0	0	0	19	0	10	0	0	0	0	0	22	64	6	0	0	0	0	0	0	0	1426
5	0	18	11	47	2	4	....	....	....	....	27	71	10	22	6	25	6	13	6	12	1427
....	....	....	1	1	....	....	....	....	....	....	1	7	....	....	1	1	....	....	5	4	1428
....	....	....	12	14	4	5	....	....	....	....	8	.	9	11	16	8	....	....	9	11	1429
2	0	5	....	....	....	....	....	....	....	....	5	13	3	4	5	9	5	9	6	21	1430
....	....	13	3	10	0	0	0	0	0	0	7	6	10	16	7	6	0	0	3	10	1431
....	....	12	1	3	0	0	0	0	0	0	7	8	1	3	1	4	1	3	2	4	1432
....	....	7	....	....	....	....	....	....	....	....	10	12	5	3	16	19	....	....	13	5	1433
7	5	15	0	0	0	0	0	0	0	0	10	26	1	15	10	26	1	15	10	26	1434
....	....	6	10	19	....	....	....	....	....	....	11	20	9	11	2	4	....	....	7	7	1435
2	0	7	12	18	4	2	0	0	0	0	23	30	7	6	6	2	6	2	2	5	1436
....	....	....	0	6	0	0	0	0	0	0	12	24	4	8	4	8	0	0	4	8	1437
0	0	11	20	30	0	0	0	0	0	0	15	20	15	20	40	20	16	8	40	30	1438
....	....	5	8	9	0	0	0	0	0	0	16	35	7	10	7	10	0	5	7	15	1439
....	....	12	....	....	....	....	....	....	....	....	44	45	16	16	7	7	0	0	27	28	1440
1	2	1	3	1	0	0	0	0	0	0	4	3	2	0	4	3	1	0	3	2	1441
....	....	....	2	0	0	0	0	0	0	0	8	11	0	0	0	3	0	0	0	0	1442
....	....	....	2	0	0	0	0	0	0	0	5	3	0	0	0	0	0	0	0	0	1443
....	....	4	0	0	0	0	0	0	0	0	16	22	6	12	10	10	0	0	6	12	1444
....	....	7	0	0	0	0	0	0	0	0	16	21	5	5	5	5	0	0	0	0	1445
....	....	6	10	12	....	....	....	....	....	....	12	18	5	1	15	20	6	1	15	20	1446
....	....	14	14	52	0	2	1	18	4	20	20	49	6	22	12	36	7	13	0	0	1447
5	0	17	10	15	0	0	0	0	0	0	40	60	20	25	20	25	10	15	20	25	1448
0	0	3	8	12	....	....	....	....	....	....	12	18	5	7	7	12	2	3	8	13	1449
....	....	0	3	4	0	0	0	0	3	5	4	5	2	0	4	4	....	....	....	....	1450
....	....	2	0	0	0	0	0	0	0	0	18	23	1	1	0	0	0	0	3	12	1451
0	2	12	8	14	0	0	0	0	3	9	12	12	6	8	6	8	0	0	6	8	1452
....	....	2	0	0	0	0	0	0	0	0	8	18	0	0	8	18	0	0	8	18	1453
....	....	11	9	22	0	0	0	0	0	0	5	38	9	22	9	22	0	0	5	6	1454
80	90	66	120	140	18	2	13	78	28	144	166	332	40	75	40	71	20	45	100	200	1455

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	MISSOURI—cont'd.								
1456	Kansas City	High School (Lincoln)	G. N. Grisham	2	1	11	61	0	0
1457	Kingston	High School (dept.)	S. P. Hatton, A. B	1	0	21	22	2	1
1458	La Clede	do	S. B. Bow	1	0	20	19	....	....
1459	Lamonte	High School	C. J. Wheeler	1	0	15	20	....	....
1460	Lancaster	High School (dept.)	J. W. Bingham	1	3	18	22	11	13
1461	Lathrop	High School	A. L. McKenzie	2	1	12	28	....	....
1462	Lebanon	High School (dept.)	T. L. Rubey	1	1	20	50	....	....
1463	Lexington	High School	H. D. Demand	1	2	50	61	....	....
1464	Louisiana	do	R. S. Nichols	2	0	24	36	....	....
1465	Marshall	do	S. M. North	2	1	21	56	3	32
1466	Maryville	High School (dept.)	E. J. H. Beard	2	2	48	100	20	48
1467	Memphis	High School	A. R. Morgan	1	0	20	39	....	....
1468	Mexico	do	S. A. McMillan	2	2	50	70	....	....
1469	Miami	do	E. E. Barnett	2	0	33	34	6	8
1470	Montrose	High School (dept.)	J. B. Norman	1	0	6	14	....	....
1471	Mound City	High School	W. S. Dearmont	1	1	26	45	....	....
1472	Neosho	High School (dept.)	F. P. Sever	1	0	7	12	....	....
1473	Nevada	High School	W. J. Hawkins, superintendent.	2	1	44	70	....	....
1474	Odessa	do	J. A. Kemper	....	....	25	30	4	2
1475	Oregon	do	U. W. Gallaher	1	1	24	41	....	....
1476	Osceola	do	A. W. Duff	1	1	14	26	....	....
1477	Ozark	do	W. C. West	1	0	15	8	0	0
1478	Pierce City	do	Jno. Beam	1	1	32	27	8	7
1479	Perryville	do	Frank Williams	1	0	20	18	3	5
1480	Pleasant Hill	do	M. Dimmick, B. S	1	1	17	32	....	....
1481	Purdy	do	G. W. Pendergraft	1	1	36	32	....	....
1482	Rich Hill	do	C. M. Osenbaugh	2	0	36	60	....	....
1483	Richmond	do	B. G. Shackelford	4	0	18	22	....	....
1484	St. Charles	do	G. W. Jones	2	2	125	130	4	3
1485	St. Joseph	do	Frank Strong	....	....	90	188	10	6
1486	St. Louis	High School (Central)	F. L. Soldan	19	32	377	1,144	35	15
1487	Salem	High School (dept.)	S. S. Burnett	2	0	25	26	2	4
1488	Salisbury	do	B. A. Jones	1	1	26	32	....	....
1489	Sascoxie	High School	W. C. Sebring	1	1	26	24	....	....
1490	Savannah	do	G. W. Newton	1	1	20	30	....	....
1491	Sedalia	do	W. A. Rawles	1	3	90	90	....	....
1492	Sikeston	High School (dept.)	C. M. Ledbetter	1	0	25	34	....	....
1493	Slater	High School	H. G. Hart	2	2	21	44	....	....
1494	Springfield	do	W. T. Carrington	3	3	99	187	....	....
1495	Sweet Sevings	do	G. B. Cook	1	1	10	23	....	....
1496	Tipton	do	W. A. Clark	2	0	14	17	2	2
1497	Trenton	do	H. E. Du Bois	1	1	30	60	....	....
1498	Troy	do	E. D. Manring	1	1	12	24	1	3
1499	Utica	High School (dept.)	L. A. Martin	1	0	20	20	....	....
1500	Webb City	do	W. J. Stevens	1	1	8	16	....	....
1501	Wheatland	High School	C. E. Burton	1	0	18	20	5	4
1502	Windsor	do	G. B. Sturgis, supt.	2	0	17	28	....	....
	MONTANA.								
1503	Anaconda	High School	Emma J. Ware	1	2	10	25	....	....
1504	Bozeman	High School (dept.)	W. E. Harmon	1	1	10	23	....	....
1505	Great Falls	do	F. B. Ressling	2	0	3	18	....	....
1506	Helena	High School	S. A. Merritt	....	....	20	63	....	....
1507	Lewistown	High School (dept.)	J. M. Parent	1	2	40	36	....	....
1508	Miles City	High School	L. A Ostien	1	1	6	10	2	1
1509	Missoula	High School (dept.)	J. M. Hamilton	1	1	10	16	....	....
1510	White Sulphur Springs.	High School	D. Driscoll	1	1	7	8	7	8
	NEBRASKA.								
1511	Ainsworth	High School	J. O. Berkley	2	0	7	9	....	....
1512	Albion	do	F. E. Jenkins	1	1	16	17	....	....

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
3	0	6	10	51	0	0	0	0	1	11	8	40	2	12	2	12	1	10	3	15	1456
....	....	....	3	5	0	0	0	0	0	0	7	12	4	1	0	0	0	0	0	2	1457
....	....	....	0	0	0	0	0	0	0	0	4	6	0	0	5	7	0	0	7	5	1458
....	....	....	0	0	0	0	0	0	0	0	10	20	6	10	10	10	0	0	10	20	1459
0	0	12	13	11	0	0	0	0	0	0	19	17	9	5	4	3	0	0	14	16	1460
6	10	8	12	22	0	0	0	0	0	0	12	27	1	7	5	4	0	0	6	4	1461
....	....	....	0	0	0	0	0	0	0	0	4	6	4	6	3	7	2	3	4	7	1462
....	....	13	....	....	....	....	....	....	....	....	25	29	12	22	8	14	4	10	17	15	1463
....	....	10	9	21	0	0	0	0	0	0	14	24	7	12	7	12	2	8	12	16	1464
0	0	9	15	20	0	0	0	0	0	0	20	30	4	22	4	10	3	22	6	30	1465
6	14	14	30	59	0	0	0	0	0	0	20	47	4	12	5	11	6	0	5	14	1466
....	....	6	8	17	0	0	0	0	0	0	8	9	8	14	15	30	2	4	6	17	1467
20	30	10	35	55	0	0	0	0	0	0	50	70	10	13	5	8	5	8	14	17	1468
0	0	3	6	20	0	0	0	0	0	0	20	18	4	14	5	8	0	0	8	13	1469
....	....	4	0	0	0	0	0	0	0	0	6	14	0	0	6	14	6	14	2	8	1470
....	....	13	7	17	0	0	0	0	0	0	14	34	9	8	6	7	6	5	3	1	1471
....	....	5	0	0	0	0	0	0	0	0	7	12	4	5	2	5	0	0	2	5	1472
....	....	15	29	51	....	....	....	....	....	....	39	54	5	16	16	24	5	16	16	24	1473
0	0	8	7	7	0	0	0	0	0	0	17	23	8	7	8	7	8	7	8	7	1474
....	....	12	5	11	0	0	0	0	0	0	10	7	5	6	5	5	3	4	5	5	1475
....	....	7	0	0	0	0	0	0	0	0	10	22	4	6	8	4	3	4	3	4	1476
4	0	4	....	....	....	....	....	....	....	....	8	4	4	0	4	4	....	....	3	3	1477
....	....	17	0	0	0	0	0	0	0	0	8	11	5	4	8	4	0	0	3	7	1478
....	....	8	....	....	....	....	....	....	....	....	6	9	3	5	3	5	....	....	....	....	1479
....	....	....	8	13	0	0	0	0	0	0	8	13	4	9	0	0	0	0	4	9	1480
....	....	....	2	1	....	....	....	....	....	....	20	10	4	2	14	16	....	....	16	14	1481
36	60	19	20	26	0	0	0	0	0	0	35	41	6	14	12	12	6	1	6	14	1482
....	....	5	8	12	0	0	0	0	0	0	13	12	11	9	6	6	2	8	3	5	1483
125	100	12	0	0	0	0	0	0	100	75	25	30	20	25	10	15	10	15	35	30	1484
4	0	28	20	52	8	6	0	15	30	78	50	150	10	45	10	45	10	45	4	8	1485
....	....	176	359	1025	33	24	15	93	14	88	298	819	63	268	90	339	61	177	63	331	1486
6	8	6	12	9	0	0	0	0	0	0	12	8	6	5	5	5	5	2	8	7	1487
....	....	4	....	....	....	....	....	....	....	....	....	....	1	3	1	3	....	....	....	....	1488
....	....	13	0	0	0	0	0	0	0	0	20	15	7	6	20	15	7	6	5	4	1489
....	....	3	8	15	0	0	0	0	0	0	8	12	1	15	3	5	1	14	8	4	1490
....	....	35	30	45	0	0	0	0	0	0	55	70	5	30	10	8	13	28	55	70	1491
....	....	....	0	0	0	0	0	0	0	0	8	10	0	0	6	4	0	0	10	15	1492
....	....	9	4	15	0	0	0	0	0	0	20	36	1	8	11	9	1	8	3	12	1493
....	....	54	0	0	0	0	0	0	0	0	49	87	25	33	25	33	14	44	14	44	1494
....	....	6	5	9	0	0	0	0	0	0	3	11	3	11	8	11	3	11	5	9	1495
....	....	10	6	15	0	0	0	0	0	0	10	10	2	2	5	7	3	8	8	10	1496
....	....	10	10	18	0	0	0	0	0	0	20	39	3	8	6	14	8	10	3	9	1497
0	0	0	....	....	....	....	....	....	....	....	6	4	....	....	4	4	....	....	5	4	1498
....	....	5	10	12	0	0	0	0	0	0	20	20	10	10	10	10	10	10	20	20	1499
....	....	....	....	....	....	....	....	....	....	....	8	16	3	7	8	16	0	0	8	16	1500
0	0	2	0	0	0	0	0	0	0	0	5	2	0	0	3	0	0	0	0	0	1501
....	....	3	17	28	0	0	0	0	0	0	16	25	4	18	4	18	0	3	4	18	1502
....	....	....	2	6	0	0	0	0	2	8	3	10	0	1	0	1	0	0	10	25	1503
....	....	4	0	0	0	0	0	0	0	0	3	11	1	3	2	6	....	....	1	3	1504
....	....	....	3	18	....	....	....	....	....	....	3	18	....	....	....	....	....	....	....	5	1505
....	....	....	15	50	3	0	0	1	6	14	12	25	3	15	5	12	2	0	1	15	1506
....	....	....	....	....	....	....	....	....	....	....	7	8	3	4	7	9	....	....	....	....	1507
....	....	....	....	....	....	....	....	....	....	2	....	....	....	....	....	....	....	....	6	10	1508
....	....	4	2	4	0	0	0	0	0	0	2	4	2	4	1	2	0	0	2	4	1509
....	....	2	7	8	....	....	....	....	....	....	7	8	5	....	5	....	5	....	5	....	1510
....	....	2	6	7	0	0	0	0	4	3	6	7	3	4	3	5	0	0	5	6	1511
....	....	....	3	8	0	0	0	0	0	0	16	17	5	8	5	8	0	0	5	8	1512

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	NEBRASKA—continued.								
1513	Alma	High School	P. P. Bentley	1	1	42	43	6	1
1514	Arapahoe	High School (dept.)	M. M. Munger	0	2	21	18	2	1
1515	Atkinson	High School	Ira Lamb	1	0	15	38	----	----
1516	Aurora	do	J. M. Hussey	1	1	49	43	49	43
1517	Beatrice	do	O. H. Brainerd	2	3	42	84	4	7
1518	Bloomington	do	J. H. O'Donoghue	1	1	19	30	1	2
1519	Broken Bow	High School (dept.)	H. H. Hiatt	1	1	15	20	4	2
1520	Cambridge	High School	Ira Doling	1	1	14	15	----	----
1521	Cedar Rapids	do	G. W. Crozier	1	0	8	12	----	----
1522	Columbus	do	J. M. Scott, supt	1	2	11	36	----	----
1523	Craig	do	G. L. Griswold	1	0	25	13	----	----
1524	Creighton	High School (dept.)	R. L. Hoff	1	1	28	38	0	2
1525	Crete	High School	W. H. Skinner, supt.	1	2	55	53	----	----
1526	Culbertson	do	C. M. Charles	1	0	10	12		
1527	Dawson	do	R. L. Hoff	1	0	10	15	----	----
1528	Decatur	do	W. G. Fowler	1	2	15	12	----	----
1529	Doniphan	do	Maynard Spink	1	0	9	18	----	----
1530	Edgar	High School (dept.)	J. F. Curran	1	1	45	54	22	18
1531	Ewing	High School	W. R. Jackson	1	1	9	13	----	----
1532	Fairbury	do	C. P. Corey	1	1	30	30	0	0
1533	Fairmont	do	J. S. Van Eaton	1	1	23	36	0	0
1534	Franklin	do	J. F. McKinnon	1	0	5	10	----	----
1535	Fremont	do	Nettie Torrence	2	2	20	63	0	0
1536	Friend	High School (dept.)	D. G. Hopkins	1	0	8	14	----	----
1537	Fullerton	High School	Geo. Kellar	1	2	32	52	----	----
1538	Geneva	do	H. L. Chaplin	1	1	25	39	----	----
1539	Genoa	do	W. J. Stewart	1	0	14	16	----	----
1540	Gibbon	High School (dept.)	C. A. Fulmer	1	1	21	28	----	----
1541	Gordon	do	Ida M. Sparrow	0	2	12	15	----	----
1542	Grafton	do	W. H. Barz	1	1	17	23	----	----
1543	Grand Island	High School	E. E. Cole	3	0	42	60	----	----
1544	Hartington	High School (dept.)	A. H. Collins	1	2	8	11	0	1
1545	Harvard	do	C. W. Mills	1	2	15	21	----	----
1546	Hastings	do	J. H. Wilkerson	1	2	49	41	2	0
1547	Holdrege	do	W. R. Hart	1	1	8	18	----	----
1548	Hooper	do	J. A. Collins	1	0	7	3	7	3
1549	Humboldt	High School	G. R. Chatburn	1	1	32	46	0	1
1550	Indianola	do	J. A. Smith	1	0	4	8	----	----
1551	Lincoln	do	L. L. H. Austin	3	7	109	182	30	55
1552	Lexington	do	J. K. Stableton	2	0	20	28	----	----
1553	Loup City	do	M. H. Carleton	1	0	17	33	0	3
1554	Minden	do	W. A. Julian	1	1	25	40	----	----
1555	Nelson	do	L. W. Fike	1	1	40	50	----	----
1556	Niobrara	do	T. J. Hunt	1	0	5	8	----	----
1557	North Bend	do	J. A. Dowden	1	1	15	25	2	3
1558	North Loup	do	W. C. Cobb	1	0	22	21	5	4
1559	North Platte	High School (dept.)	M. H. Lobdell	2	0	17	31	17	31
1560	Oakland	do	D. E. Reese	1	1	14	15	----	----
1561	Ogallala	High School	Margaret E. Brown	0	1	2	9	----	----
1562	Omaha	do	H. P. Lewis	7	12	232	385	18	9
1563	O'Neill	High School (dept.)	Jno. Blund	1	0	8	12	----	----
1564	Ord	High School	J. K. Campbell	1	1	15	25	----	----
1565	Orleans	do	H. C. Laughlin	1	0	8	15	----	----
1566	Oxford	do	A. M. Murphy	0	1	6	4	----	----
1567	Palmyra	do	W. M. Griffith	1	1	18	20	----	----
1568	Pawnee City	High School (dept.)	W. J. Wise	1	1	17	44	----	----
1569	Pierce	do	F. E. Morrow	1	0	20	22	----	----
1570	Plattsmouth	High School	W. N. Halsey	2	1	20	49	3	6
1571	Ponca	do	B. H Culver	2	0	20	38	----	----
1572	Red Cloud	do	N. F. Daum	1	1	48	52	----	----
1573	Republican City	do	Gomer Thomas	1	2	20	30	2	1
1574	Riverton	High School (dept.)	C. B. Pickrell	1	1	30	18	----	----
1575	Rulo	High School	S. W. Whitman	1	1	11	21	----	----

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
0	0	7	7	9	0	0	0	0	0	0	10	15	10	15	10	15	7	9	15	20	1513
----	----	3	----	----	----	----	----	----	----	----	6	10	2	1	6	10	----	----	2	1	1514
----	----	6	0	0	0	0	0	0	0	0	8	15	3	8	4	6	4	8	8	8	1515
----	----	12	11	15	0	0	0	0	0	0	11	15	6	6	7	9	0	0	14	15	1516
10	23	17	14	27	0	0	0	0	17	37	42	84	3	15	3	15	5	14	8	24	1517
----	----	6	3	12	0	0	0	0	8	12	5	11	3	10	0	0	3	7	0	4	1518
0	0	3	5	6	0	0	0	0	0	0	12	15	7	8	11	13	0	0	5	6	1519
----	----	2	0	0	0	0	0	0	0	0	7	8	3	4	5	4	0	2	5	4	1520
----	----	7	0	0	0	0	0	0	0	0	3	7	3	7	5	10	0	0	4	9	1521
----	----	18	5	17	0	0	0	0	1	4	9	21	2	12	10	22	2	12	3	6	1522
----	----	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	1523
1	0	----	0	3	0	0	0	0	0	0	1	2	1	2	1	2	1	2	5	6	1524
----	----	20	23	27	0	0	0	0	0	0	22	11	10	13	21	12	22	16	9	11	1525
----	----	----	10	12	0	0	0	0	0	0	10	12	0	0	4	4	0	0	0	0	1526
----	----	6	0	0	0	0	0	0	0	0	5	10	5	1	5	1	0	0	5	1	1527
----	----	2	0	0	0	0	0	0	0	0	5	6	5	3	6	3	0	0	0	0	1528
2	9	2	0	0	0	0	0	0	0	0	9	18	0	9	3	9	8	0	3	11	1529
16	17	----	10	18	0	0	0	0	0	0	14	18	6	9	5	10	0	0	6	9	1530
----	----	4	4	4	0	5	0	0	0	0	6	12	3	2	3	2	0	0	3	2	1531
2	3	5	17	18	0	0	0	0	0	0	24	26	2	3	12	13	2	5	12	13	1532
0	3	5	0	6	0	0	0	0	0	0	5	8	2	8	1	8	0	0	2	3	1533
----	----	10	0	0	0	0	0	0	0	0	3	3	0	0	2	3	0	0	0	0	1534
5	9	14	7	13	0	0	0	0	0	0	12	40	8	18	3	10	5	9	3	10	1535
----	----	14	8	14	0	0	0	0	0	0	8	14	8	14	8	14	0	0	8	14	1536
----	----	12	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	1537
4	10	1	1	10	0	0	0	0	0	0	1	10	1	10	1	10	0	0	1	10	1538
2	2	8	0	0	0	0	0	0	0	0	4	6	1	5	3	5	2	4	3	5	1539
----	----	7	4	10	0	0	0	0	0	0	4	10	3	4	3	4	0	0	3	4	1540
----	----	2	----	----	----	----	----	----	----	----	2	2	2	1	2	0	----	----	----	2	1541
----	----	3	0	0	0	0	0	0	0	0	4	8	2	2	2	3	0	0	0	0	1542
----	----	8	4	6	0	0	0	0	20	24	33	47	4	5	12	5	3	5	1	7	1543
0	1	----	2	1	0	0	0	0	0	0	2	5	1	1	2	2	1	2	1	2	1544
9	12	3	1	2	----	----	----	----	----	----	11	18	2	3	9	11	1	2	7	12	1545
----	----	8	15	20	0	0	0	0	0	0	39	41	16	10	3	3	8	7	20	30	1546
8	18	6	5	18	0	0	0	0	0	0	8	18	4	2	4	2	4	2	4	10	1547
----	----	----	3	1	0	0	0	0	0	0	7	3	3	1	7	3	0	0	7	3	1548
5	2	12	8	4	0	0	0	0	0	0	19	29	9	8	6	12	9	8	20	32	1549
3	9	1	1	6	0	0	0	0	0	0	3	4	0	4	0	4	1	0	0	4	1550
----	----	41	74	126	9	0	9	0	22	56	52	88	28	60	21	31	21	31	34	54	1551
----	----	4	----	----	9	0	0	0	0	0	20	24	3	4	6	10	0	0	8	14	1552
0	3	3	3	5	----	----	----	----	1	3	3	15	0	3	2	3	1	3	1	3	1553
----	----	15	10	17	----	----	----	----	----	----	7	11	5	9	7	11	----	----	4	10	1554
----	----	2	10	15	4	1	0	0	0	0	15	25	5	6	6	8	3	5	2	12	1555
----	----	7	----	----	----	----	----	----	----	----	5	8	----	----	----	----	----	----	----	----	1556
1	2	7	2	9	0	0	0	0	0	0	5	10	5	10	5	4	5	5	5	5	1557
0	0	10	10	13	0	0	0	0	0	0	16	12	4	8	4	7	0	0	4	8	1558
----	----	2	14	25	1	1	0	0	0	0	14	25	5	6	3	5	1	1	10	17	1559
----	----	5	12	13	----	----	----	----	----	----	12	13	12	13	10	10	----	----	2	3	1560
1	1	1	----	----	----	----	----	----	----	----	2	8	----	1	----	2	----	----	----	----	1561
37	15	63	98	162	18	9	0	0	80	150	85	145	36	44	58	77	25	51	76	116	1562
----	----	8	0	0	0	0	0	0	0	0	8	12	0	0	8	12	4	4	8	12	1563
3	1	4	13	24	0	0	0	0	0	0	15	25	3	1	3	1	3	1	6	13	1564
----	----	----	8	10	0	0	0	0	0	0	1	6	1	1	0	1	0	0	1	5	1565
----	----	----	0	0	0	0	0	0	0	0	2	0	0	0	3	1	0	0	0	0	1566
----	----	4	2	4	----	----	----	----	----	----	4	6	----	----	4	6	----	----	2	4	1567
2	12	13	6	26	0	0	0	0	3	5	16	26	2	12	6	26	6	26	16	26	1568
----	----	----	0	0	0	0	0	0	0	0	1	4	0	0	5	7	0	0	3	4	1569
----	----	7	7	25	----	----	----	----	----	----	20	40	2	16	8	20	0	10	4	16	1570
3	4	7	0	0	0	0	0	0	10	14	----	----	8	8	7	8	6	7	----	----	1571
----	----	----	12	15	----	----	----	----	----	----	10	15	4	5	10	12	4	0	10	12	1572
2	1	----	2	1	----	----	----	----	----	----	8	6	----	----	8	6	----	----	----	----	1573
----	----	----	----	----	----	----	----	----	----	----	9	7	2	4	5	5	----	----	4	5	1574
----	----	4	1	3	----	----	----	----	----	----	3	11	1	5	1	5	1	5	1	5	1575

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	NEBRASKA—con'd.								
1576	Schuyler	High School (dept.)	A. B. Hughes	2	0	22	41	....	....
1577	Shelton	do	H. A. Hull	1	2	17	38	2	3
1578	Sidney	do	W. J. McCoy	1	0	9	14	....	....
1579	South Omaha	High School	A. A. Munroe	1	0	4	18	....	....
1580	South Sioux City	High School (dept.)	I. A. Sabin	1	0	8	7	....	....
1581	Stanton	High School	B. F. Miller	1	0	20	24	2	4
1582	Stella	do	E. W. Lawson	3	3	15	20	....	....
1583	Stromsburg	do	J. A. Walker	1	0	15	17	....	....
1584	Superior	High School (dept.)	I. E. Wilson	2	1	39	51	....	....
1585	Sutton	do	Alex. Stephens	1	1	11	23	1	7
1586	Tecumseh	High School	D. A. Cooper	1	2	20	40	3	8
1587	Tekamah	do	A. V. Sunderlin	1	1	36	42	....	....
1588	Trenton	do	J. R. Morgan	1	0	8	17	1	3
1589	Ulysses	do	C. H. Aldrich	1	8	19	28	30	17
1590	Valparaiso	High School (dept.)	S. E. Clark	2	2	26	52	....	....
1591	Verdon	do	Kate McCreary	0	2	14	17	....	....
1592	Wahoo	High School	T. H. Bradbury	1	3	58	80	....	....
1593	Weeping Water	do	A. H. Waterhouse	1	1	24	36	....	....
1594	West Point	do	D. L. Dusenberry	1	0	9	17	....	....
1595	Wilber	do	W. W. Boner	2	0	10	25	3	17
1596	Wisner	do	J. H. Rudolph	0	1	14	16	....	....
1597	Wood River	High School (dept.)	W. L. Sprague	1	0	8	13	....	....
1598	York	High School	H. R. Corbett	1	2	25	35	....	....
	NEVADA.								
1599	Austin	High School (dept.)	A. C. Barker	1	0	4	3	....	....
1600	Battle Mountain	do	W. C. Hancock	0	1	14	14	....	....
1601	Carson City	do	H. H. Howe	1	1	28	82	....	....
1602	Dayton	High School	H. F. Baker	1	0	20	27	2	3
1603	Eureka	do	M. J. Congdon	1	1	7	13	....	....
1604	Gold Hill	do	R. C. Story	1	1	8	15	....	....
1605	Pioche	do	Lena Clinton	0	1	8	12	....	....
1606	Reno	do	J. E. Bray	1	2	25	35	1	1
1607	Virginia City	High School (dept.)	H. E. Witherspoon	1	2	12	53	2	3
1608	Wadsworth	do	A. C. Webb	0	1	12	18	....	....
1609	Winnemucca	High School	E. E. Winfrey	1	0	16	17	....	....
	NEW HAMPSHIRE.								
1610	Ashland	High School	F. E. Clark	1	0	17	18	....	....
1611	Berlin	do	F. S. Brick	1	1	17	21	7	3
1612	Bristol	High School (dept.)	O. W. Mills	1	1	28	18	....	....
1613	Claremont	Stevens High School	M. C. Smart	1	4	42	63	2	0
1614	Concord	High School	J. F. Kent	2	4	77	99	8	16
1615	Dover	do	F. W. Whitney	1	4	51	86	6	6
1616	Exeter	do	Albion Burbank	2	0	40	0	....	....
1617	Farmington	do	F. W. Doring	1	1	27	35	7	2
1618	Franklin Falls	do	W. E. Sargent	1	1	20	40	0	1
1619	Gorham	do	C. S. Paige	1	1	14	15	....	....
1620	Great Falls	do	H. S. Roberts, A. M.	1	2	30	40	6	4
1621	Greenland	do	Annie M. Howe	0	1	12	31	....	....
1622	Hempstead	do	T. H. H. Knight	1	0	7	0	....	....
1623	Hanover	do	J. I. Buck	1	0	15	16	....	....
1624	Henniker	Henniker Academy	A. R. Call	1	1	13	14	....	....
1625	Hinsdale	High School	R. A. Ray	1	2	34	33	4	4
1626	Hollis	do	A. J. Grout	0	1	8	11	....	....
1627	Keene	do	C. H. Douglass, A. M	....	....	66	70	8	10
1628	Laconia	do	W. N. Cragin	1	2	10	35	....	....
1629	Lancaster	Lancaster Academy	D. T. Timberlake	1	1	12	26	....	....
1630	Lebanon	High School	Robert Forsyth	1	2	20	30	....	....
1631	Lisbon	High School (dept.)	C. L. Wallace	1	1	16	22	8	12
1632	Littleton	High School	D. P. Dame	1	1	13	30	2	3
1633	Manchester	do	Albert Somes	3	4	93	124	13	11

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	7	15	30	0	0	0	0	0	0	8	22	3	12	15	30	3	12	3	12	1576
----	----	7	0	0	0	0	0	0	0	0	9	11	3	5	7	8	0	0	9	12	1577
----	----	4	4	6	----	----	----	----	----	----	7	8	2	2	6	6	----	----	2	2	1578
----	----	----	2	6	0	0	0	0	4	12	4	16	2	3	2	3	----	----	2	10	1579
3	2	----	2	----	----	----	----	----	----	----	8	7	2	1	2	1	----	----	----	----	1580
1	2	----	----	----	----	----	----	----	----	----	10	12	10	12	10	12	10	12	10	12	1581
----	----	9	1	5	0	0	0	0	0	0	8	15	1	5	1	6	0	0	1	5	1582
----	----	6	7	10	0	0	0	0	0	0	4	4	1	5	1	5	0	0	1	5	1583
----	----	10	21	38	0	0	0	0	0	0	8	10	5	5	8	10	5	5	8	23	1584
----	----	4	1	7	0	0	0	0	0	0	10	11	0	4	0	4	0	0	0	4	1585
1	2	4	5	14	----	----	----	----	----	----	5	14	2	5	2	5	2	5	3	9	1586
----	----	13	0	0	0	0	0	0	0	0	8	8	8	6	3	4	3	4	8	8	1587
2	4	6	2	4	0	0	0	0	0	0	2	4	2	4	2	4	0	0	2	4	1888
3	0	7	6	12	3	0	0	0	0	0	18	12	12	4	12	8	4	3	10	7	1589
----	----	5	0	0	0	0	0	0	0	0	3	8	0	4	0	4	0	4	8	12	1590
----	----	9	5	4	0	0	0	0	0	0	5	4	5	4	5	4	0	0	5	4	1591
5	12	----	5	11	0	0	0	0	0	0	30	50	6	12	6	15	0	0	0	0	1592
3	3	13	3	4	0	0	0	0	0	0	10	12	3	10	8	7	0	0	8	9	1593
----	----	8	0	0	0	0	0	0	0	0	6	15	0	0	6	17	0	0	6	17	1594
7	8	7	3	11	----	----	----	----	----	----	3	8	2	5	3	8	0	0	3	11	1505
2	4	7	0	0	0	0	0	0	0	3	8	7	3	5	7	5	0	0	4	5	1596
----	----	8	0	0	0	0	0	0	0	0	5	2	0	8	5	2	0	0	0	8	1597
----	----	17	3	20	0	0	0	0	0	0	20	30	6	20	3	20	8	30	3	15	1598
----	----	----	0	0	0	0	0	0	0	0	4	3	0	1	2	3	1	2	0	0	1599
----	----	----	0	0	0	0	0	0	0	0	2	5	0	0	2	7	2	7	7	11	1600
----	----	12	5	19	0	0	0	0	0	0	38	70	3	10	10	54	8	28	0	0	1601
4	0	8	5	7	0	0	0	0	0	0	20	27	7	8	7	8	5	6	7	8	1602
----	----	2	5	6	0	0	0	0	0	0	7	13	1	7	7	13	----	----	1	5	1603
8	15	5	0	0	0	0	0	0	0	0	8	15	8	15	7	9	2	3	7	9	1604
----	----	----	0	0	0	0	0	0	0	0	8	12	0	2	8	7	8	7	0	0	1605
4	3	7	0	0	0	0	0	0	0	0	25	35	14	13	14	13	10	13	14	13	1606
6	30	15	----	----	----	----	----	----	----	----	12	53	6	29	12	53	4	9	8	48	1607
----	----	----	----	----	----	----	----	----	----	----	2	2	----	----	----	3	----	----	4	7	1608
----	----	8	----	----	----	----	----	----	----	----	----	----	2	6	11	8	3	6	----	----	1609
8	10	9	0	0	0	0	0	0	0	0	3	3	0	0	3	6	0	0	2	5	1610
----	----	18	17	18	6	5	0	7	0	0	7	8	2	9	7	8	0	0	0	6	1611
----	----	----	5	6	0	0	0	0	0	0	6	0	3	0	10	0	0	0	12	0	1612
----	----	12	19	30	2	0	3	16	0	0	23	33	18	27	25	41	5	17	5	5	1613
1	0	19	65	80	8	16	10	22	0	4	36	39	12	16	15	25	10	11	36	39	1614
6	6	22	22	42	6	7	14	38	0	0	23	24	12	27	22	14	3	0	7	11	1615
----	----	12	15	0	0	0	0	0	0	0	14	0	25	0	14	0	12	0	14	0	1616
----	----	11	17	12	7	2	0	0	0	0	7	11	4	8	6	3	7	4	7	4	1617
0	0	7	58	25	0	0	0	0	0	0	10	20	3	9	6	15	0	0	0	7	1618
----	----	8	5	12	0	0	4	6	0	0	6	14	4	7	3	5	7	5	5	8	1619
12	0	8	25	35	4	2	5	10	0	0	15	25	8	12	12	8	10	6	12	18	1620
4	5	100	9	19	0	0	2	7	0	0	4	13	2	7	2	7	0	0	4	13	1621
----	----	8	4	0	0	0	0	0	0	0	0	0	5	0	5	0	0	0	2	0	1622
----	----	6	15	16	0	0	0	0	0	0	4	5	5	7	4	4	0	0	8	8	1623
----	----	----	3	3	0	1	0	0	0	0	7	8	3	2	0	0	5	6	8	9	1624
10	0	11	9	15	4	4	7	7	0	0	5	7	5	6	5	0	8	8	7	6	1625
----	----	----	4	9	0	0	0	0	0	0	3	3	4	6	0	0	0	0	0	0	1626
16	9	18	22	29	4	6	11	18	----	----	24	27	10	12	16	12	8	4	14	18	1627
----	----	6	8	16	0	4	3	11	0	0	6	6	0	16	2	16	2	6	6	6	1628
----	----	4	9	14	1	0	0	4	0	0	12	17	0	5	0	4	----	----	----	----	1629
3	4	3	12	12	0	0	4	8	0	0	8	12	8	12	4	4	0	0	6	8	1630
----	----	5	9	21	4	6	0	0	0	0	12	18	3	10	6	12	3	6	7	5	1631
3	3	7	3	21	1	0	2	2	0	0	7	18	3	7	2	6	2	6	2	14	1632
3	0	27	50	66	10	14	50	24	0	0	45	67	20	27	30	58	10	21	11	18	1633

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	NEW HAMPSHIRE—continued.								
1634	Milford	High School	F. W. Farnsworth	1	2	29	39	7	4
1635	Nashua	do	L. S. Hastings	2	4	62	54	9	5
1636	Newmarket	do	E. W. Newton	1	0	9	16	----	----
1637	Newport	do	F. O. Chellis	----	----	14	21	----	----
1638	Peterboro	do	H. M. Greenwood	----	----	22	31	----	----
1639	Pittsfield	do	A. L. Safford	1	1	14	32	2	3
1640	Portsmouth	do	I. H. Upton	1	4	65	83	6	8
1641	Walpole	do	Abbie E. Wiggins	0	1	7	5	----	----
1642	Warner	Simonds High School	C. J. Emerson	----	----	31	47	4	3
1643	Whitefield	High School (dept.)	H. W. Hurd	1	0	14	21	0	0
1644	Wilton	High School	E. N. Lacey	1	0	17	23	----	----
1645	Winchester	do	H. P. Young	1	1	15	24	----	----
	NEW JERSEY.								
1646	Asbury Park	High School	J. M. Ralston	1	3	36	56	----	----
1647	Atlantic City	do	C. B. Boyer	1	2	30	59	----	----
1648	Barnegat	do	Emma B. Collins	0	2	33	23	----	----
1649	Boonton	do	L. J. Whitney	1	2	10	23	----	----
1650	Bordentown	do	Wm. McFarland	1	2	23	38	----	----
1651	Caldwell	do	Clarence E. Hedden	1	1	15	26	----	----
1652	Cranford	High School (dept.)	Richard E. Clement	1	1	12	18	----	----
1653	East Orange	High School	Vernon L. Davey	1	7	58	103	----	----
1654	Elizabeth	Battin High School	Miss L. H. Sayn	0	5	39	86	----	----
1655	Frehold	High School (dept.)	John Enright	2	0	30	22	----	----
1656	Gloucester	do	Wm. Dougherty	0	7	30	45	----	----
1657	Hackettstown	do	A. H. Skinner	2	1	27	44	----	----
1658	Hammonton	do	W. B. Matthews	0	3	8	15	----	----
1659	Hightstown	Academy	Theo. Green	0	2	6	24	----	----
1660	Hoboken	High School	William H. Elston	2	3	42	118	2	2
1661	Jersey City	do	W. S. Sweeny	4	9	131	330	3	4
1662	Keyport	High School (dept.)	S. V. Arrowsmith	1	1	29	26	----	----
1663	Millville	Culver High School	T. D. Sensor	1	1	40	50	----	----
1664	Montclair	High School	Randall Spaulding	3	3	60	102	8	8
1665	Mount Holly	do	Chas. Daniels Raine	1	1	17	36	----	----
1666	Newark	do	E. O. Hovey	9	15	369	551	50	20
1667	New Egypt	do	Geo. O. Nelson	1	3	65	80	----	----
1668	Orange	do	Usher W. Cutts	1	2	19	49	3	5
1669	Oxford	Furnace High School (dept.).	Charles S. Aitkin	1	0	16	14	----	----
1670	Paterson	High School	La Selle H. White	1	8	83	203	----	----
1671	Plainfield	do	Julia E. Bulkley	2	3	55	79	----	----
1672	Rahway	do	Edward Bryne Shallow	1	1	7	13	2	0
1673	Raritan	do	Geo. A. West	1	1	4	8	----	----
1674	Red Bank	do	Richard Case	1	2	27	31	----	----
1675	Roselle	High School (dept.)	William Clinton Armstrong.	1	0	5	7	----	----
1676	Rosette	do	Irving P. Towne	1	1	4	18	----	----
1677	Salem	High School	E. S. Richards	2	2	12	35	----	----
1678	Somerville	High School (dept.)	J. S. Haynes	2	2	15	32	----	----
1679	South Amboy	do	Miss Mary L. Thomas.	0	1	4	16	----	----
1680	South Orange	Columbia High School (dept.).	Elmer C. Sherman	1	1	14	31	----	----
1681	Summit	High School	E. A. Chapman	1	1	10	10	----	----
1682	Toms River	High School (dept.)	James D. Dillingham.	1	3	19	21	2	3
1683	Trenton	High School	W. H. Brace	1	5	56	123	----	----
1684	Vineland	do	W. A. Deremer	1	2	18	78	----	----
1685	Washington	High School (dept.)	J. Calvin Rush	1	0	0	8	----	----
1686	Westfield	High School	E. Francis	1	1	10	25	----	----
1687	West Hoboken	High School (dept.)	Robert Waters	1	1	16	21	----	----
88	Woodbridge	do	Albert H. Nilson	1	2	10	12	----	----

***public high schools*—Continued.**

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
2	0	14	13	14	7	5	3	14	0	0	13	13	6	8	10	11	4	2	4	8	1634
----	----	22	30	39	9	6	20	23	0	0	33	39	24	28	27	28	11	11	12	10	1635
----	----	11	4	12	0	0	0	0	0	0	7	8	2	3	2	3	0	5	7	8	1636
3	4	6	5	17	0	0	0	0	0	0	6	10	3	3	4	5	0	0	2	4	1637
----	----	5	7	9	0	0	8	4	0	0	12	18	10	0	12	18	0	0	12	18	1638
0	3	----	4	10	2	3	----	----	----	----	9	11	4	2	1	1	----	----	6	8	1639
5	0	19	33	64	6	8	14	17	0	0	34	31	15	27	12	15	9	13	15	20	1640
----	----	----	8	5	----	----	----	----	----	----	3	1	2	----	----	----	----	----	7	5	1641
3	0	7	5	13	2	0	0	0	2	2	4	14	8	5	7	6	7	3	6	10	1642
4	1	2	1	6	0	0	0	0	0	0	5	11	2	3	5	9	----	----	----	----	1643
----	----	12	2	8	0	0	0	0	0	0	8	11	----	----	6	10	0	0	7	5	1644
----	----	8	5	10	0	0	0	0	0	0	8	6	----	----	3	7	3	7	3	6	1645
----	----	20	34	51	0	0	0	0	0	0	28	37	34	51	34	51	8	13	8	17	1646
----	----	----	11	24	0	0	0	0	0	0	16	25	6	13	16	25	6	13	6	13	1647
3	4	----	0	0	0	0	0	0	0	0	10	15	1	0	10	15	1	0	15	20	1648
----	----	7	4	8	0	0	0	0	0	0	6	12	4	8	3	7	0	0	3	7	1649
1	0	9	0	0	0	0	0	0	0	0	23	38	14	22	14	22	14	22	23	38	1650
7	0	6	2	11	0	0	0	0	15	26	13	19	1	8	4	5	4	5	10	13	1651
2	0	14	3	4	0	0	0	0	0	0	5	10	5	10	5	10	1	0	12	18	1652
----	----	3	20	35	5	3	7	17	13	29	41	72	7	9	3	6	0	0	26	44	1653
----	----	16	0	0	0	0	0	0	0	0	38	71	1	15	15	22	1	15	38	70	1654
4	0	16	5	0	0	0	0	0	0	0	14	20	6	12	14	20	6	12	14	20	1655
----	----	5	0	0	0	0	0	0	0	0	30	45	20	10	30	20	0	0	20	20	1656
----	----	8	0	0	0	0	0	0	12	21	4	7	4	7	0	0	0	0	0	0	1657
----	----	9	7	9	0	0	0	0	0	0	8	15	5	8	8	15	4	7	4	9	1658
----	----	4	0	0	0	0	0	0	0	0	30	0	10	0	0	0	0	0	30	0	1659
----	----	43	0	0	0	0	0	0	42	118	42	118	23	69	16	32	0	0	42	118	1660
----	----	53	35	64	16	8	20	63	51	57	67	153	17	49	13	41	13	49	17	81	1661
5	3	12	0	0	0	0	0	0	0	0	17	15	9	7	17	15	6	6	17	15	1662
----	----	7	12	15	0	0	0	0	0	0	8	22	5	15	5	15	0	0	8	22	1663
9	10	21	48	98	8	8	0	0	8	22	18	30	10	15	9	16	2	4	22	43	1664
----	----	----	0	0	0	0	0	0	0	0	24	15	7	4	10	6	0	0	14	13	1665
----	----	103	109	205	42	3	0	0	162	303	232	336	40	138	72	155	10	2	30	66	1666
91	53	31	36	17	29	19	21	17	15	14	11	13	22	19	14	15	5	6	15	21	1667
----	----	8	14	37	3	5	0	0	5	15	16	38	1	8	8	29	0	0	9	29	1668
----	----	3	0	0	0	0	0	0	0	0	7	3	0	0	2	1	0	0	6	9	1669
2	2	88	0	0	0	0	0	0	0	0	67	134	40	69	43	94	0	0	0	0	1670
----	----	27	31	50	6	1	1	4	0	1	40	56	8	16	5	5	7	4	0	0	1671
3	0	8	7	13	0	0	0	0	0	0	7	13	3	7	5	5	0	0	7	13	1672
----	----	----	0	1	0	0	0	0	0	0	3	8	1	8	4	8	4	8	4	8	1673
1	0	5	4	3	0	0	0	0	0	0	20	25	3	3	10	15	0	0	3	3	1674
3	1	1	0	0	0	0	0	0	0	0	5	7	5	7	5	7	5	7	5	7	1675
----	----	3	0	0	0	0	0	0	0	0	4	14	0	4	0	0	0	4	0	8	1676
----	----	6	3	12	0	0	0	0	0	0	4	16	3	2	8	6	0	0	0	6	1677
----	----	15	0	0	0	0	0	0	0	0	8	25	8	7	4	7	8	7	7	25	1678
----	----	10	0	0	0	0	0	0	0	0	4	16	0	0	2	16	1	9	1	9	1679
4	4	4	4	13	0	0	0	0	3	6	4	11	3	6	25	5	0	0	0	0	1680
1	0	2	3	4	0	0	10	10	0	0	7	8	0	0	4	3	0	0	8	10	1681
2	0	5	1	3	0	0	0	0	0	0	4	10	5	3	4	10	2	2	4	10	1682
5	7	32	23	6	0	0	0	9	0	9	10	44	8	24	2	20	2	24	28	59	1683
18	78	22	0	0	0	0	0	0	0	0	10	48	4	18	4	18	4	18	4	18	1684
----	----	----	0	0	0	0	0	0	0	0	1	8	0	8	0	8	0	0	0	0	1685
----	----	----	3	7	0	0	0	0	0	0	5	5	1	6	5	15	5	15	10	25	1686
----	----	7	0	0	0	0	0	0	16	21	16	21	0	0	16	21	0	0	0	0	1687
1	0	5	0	0	0	0	0	0	0	0	4	7	2	3	4	7	4	7	3	3	1688

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	NEW YORK.								
1689	Addison	Union High School (dept.)	John S. Lincoln	1	8	25	40	12	12
1690	Afton	do	Allen H. Knapp	1	1	17	17	2	3
1691	Akron	do	Orson Warren	1	1	21	25	----	----
1692	Albany	do	Oscar D. Robinson, A. M.	10	16	348	410	22	21
1693	Albion	do	Freeman A. Greene	1	4	84	113	9	13
1694	Amsterdam	do	J. W. Kimball	0	1	13	18	----	----
1695	Angola	do	Fred W. Hebard	1	2	33	36	----	----
1696	Arcade	do	Geo. H. Stratton	1	1	17	15	----	----
1697	Attica	do	Thos. B. Lovell, A. M.	1	3	47	54	2	0
1698	Auburn	Academic High School.	Wm. P. Thompson.	4	7	147	316	19	8
1699	Avon	Union High School (dept.)	Reuben J. Wallace.	1	2	40	60	1	0
1700	Bainbridge	do	F. J. Trumbull	1	1	21	33	6	4
1701	Baldwinsville	Academy	Isaac N. Failor	1	3	45	50	0	2
1702	Batavia	High School	John Kennedy	1	5	56	96	5	5
1703	Bath on the Hudson.	High School (dept.)	Geo. H. Quay	1	2	5	8	----	----
1704	Belfast	Genesee Valley Seminary and Union School.	Elmer S. Redman.	2	1	33	41	6	4
1705	Binghamton	Central High School.	Elliott R. Payson.	3	7	176	196	9	13
1706	Brasher Falls	Union High School	Millard F. Perry	1	0	31	25	3	2
1707	Boonville	High School (dept.)	James D. Rogers	1	3	24	30	1	0
1708	Brewster	Union High School	Henry S. Purdy	1	1	10	17	2	0
1709	Brocton	do	R. M. Fitch	1	3	8	20	0	2
1710	Brookfield	do	L. W. Hoffman	1	2	22	40	2	4
1711	Brooklyn	Union High School (boys).	A. Gille Allister	20	0	451	0	80	0
1712	do	Union High School (girls).	Calvin Patterson	4	46	0	504	----	----
1713	Buffalo	Union High School	Henry E. Emerson	8	20	390	518	46	8
1714	Cambridge	Putnam Union School	John W. Furnam	0	4	14	18	4	0
1715	Camden	Union School and Academy.	D. D. Van Allen, A. M.	1	1	40	80	----	----
1716	Canandaigua	Union High School	H. L. Taylor, PH. D.	1	4	65	90	3	18
1717	Canajoharie	do	Chas. G. Wheelock.	1	1	30	30	----	----
1718	Canaseraga	do	Eugene G. Hughey	1	1	16	14	3	3
1719	Canastota	Union High School (dept.).	George H. Ottanay	1	1	8	33	----	----
1720	Candor	High School (dept.)	Eugene F. McKinley.	1	1	28	36	----	----
1721	Canton	Union High School (dept.).	George M. Smith	1	3	30	40	3	7
1722	Carthage	do	George F. Sawyer.	1	2	8	35	2	3
1723	Castile	do	Francis M. Smith	1	1	34	45	4	2
1724	Catskill	Free Academy	Harmon Bay Niver, A. M.	3	1	24	25	5	1
1725	Cattaraugus	Union Free School and Academy.	W. O. Robinson	1	1	22	26	1	4
1726	Central Square	Union School (dept.).	Albert G. Bugbee	1	1	20	30	0	1
1727	Chateaugay	do	Edward L. Stevens	1	2	25	29	1	0
1728	Cherry Valley	Academy	Arial McMaster	2	0	14	12	2	2
1729	Chester	Union School (dept.).	F. M. Wilson	1	2	23	32	4	3
1730	Chittenango	Yates' Union School and Academy.	Jas. Gilbert Riggs.	1	2	26	34	5	0
1731	Clarence	Parker Union School.	E. A. Parks	1	3	48	36	2	0
1732	Clyde	High School	Edward Hayward, A. M.	1	8	27	52	6	2
1733	Cobleskill	do	H. N. Snell	1	2	40	47	1	1

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
8	6	8	14	17	0	0	3	3	4	8	14	16	8	7	4	8	0	0	2	4	1689
2	0	5	2	2	0	1	0	0	0	0	8	10	2	7	3	5	0	0	0	0	1690
....	....	2	0	2	0	0	0	0	0	2	2	4	0	0	1	1	0	0	0	0	1691
....	....	78	183	225	22	21	5	11	0	0	104	139	97	164	55	90	28	39	0	0	1692
3	6	11	18	12	5	6	0	0	12	18	16	24	7	11	6	14	6	14	19	18	1693
....	....	4	0	0	0	0	0	0	0	0	13	13	3	4	3	4	0	0	0	0	1694
....	....	....	0	4	0	0	0	0	1	9	5	9	0	4	0	0	0	0	0	0	1695
....	....	5	2	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1696
0	1	7	8	4	1	0	0	0	5	2	11	12	4	8	0	0	0	1	0	0	1697
3	0	39	58	61	19	8	4	3	7	21	122	129	41	61	12	22	12	6	8	1	1698
0	2	0	4	7	1	0	0	0	12	16	14	15	12	14	11	14	2	4	14	16	1699
9	7	3	5	7	0	0	4	3	2	6	24	14	9	7	10	3	4	2	3	1	1700
10	8	13	14	11	0	2	1	3	0	0	13	10	18	10	10	5	5	0	18	21	1701
3	1	16	17	22	2	5	0	0	9	17	12	42	12	9	4	5	0	0	0	0	4702
....	....	0	0	0	0	0	0	0	0	0	2.	11	0	0	5	8	0	0	0	0	1703
8	6	7	7	2	1	5	0	0	6	8	10	12	5	6	4	6	3	0	8	12	1704
4	0	36	80	99	6	2	15	26	27	38	176	142	66	99	51	22	12	19	66	66	1705
....	....	1	0	0	0	0	0	0	0	0	6	4	2	1	3	2	3	1	0	0	1706
6	2	16	3	4	1	0	0	0	2	12	5	8	4	12	9	6	0	0	0	0	1707
2	0	8	2	6	0	0	0	0	0	0	9	17	9	16	4	5	0	0	0	0	1708
3	4	....	0	2	0	0	0	0	0	2	1	4	1	4	0	0	0	0	0	3	1709
10	12	10	5	9	0	0	0	0	3	6	7	5	5	5	0	0	0	0	0	0	1710
80	0	64	198	0	22	0	26	0	257	0	242	0	225	0	143	0	78	0	156	0	1711
....	....	207	0	553	0	14	0	109	0	227	0	870	0	313	0	185	0	136	0	248	1712
....	....	112	177	86	46	8	17	54	146	198	276	330	153	188	106	126	57	33	0	0	1713
1	0	....	5	5	4	0	0	0	0	0	3	2	5	5	0	0	0	0	0	0	1714
....	....	13	15	25	0	0	0	0	2	4	15	15	6	10	4	4	3	3	4	2	1715
44	39	14	44	39	3	18	0	0	15	27	19	21	16	25	15	19	15	19	1	2	1716
....	....	4	10	10	0	0	3	1	3	5	8	6	0	5	5	7	0	0	0	0	1717
....	....	4	8	12	4	4	0	0	0	6	6	6	8	8	4	4	0	0	16	8	1718
....	....	8	1	7	0	1	0	0	0	12	3	17	2	14	0	0	0	0	0	0	1719
2	0	6	4	5	0	0	1	3	0	0	6	9	3	7	3	4	8	4	0	0	1720
....	....	14	6	20	2	4	0	0	3	20	10	16	8	12	3	3	0	0	0	0	1721
2	2	4	2	16	4	4	3	20	0	0	3	12	3	6	1	1	2	6	5	14	1722
....	....	....	2	4	0	0	0	0	0	0	15	12	3	4	2	5	0	0	0	0	1723
2	0	9	16	16	5	1	0	0	5	4	9	13	6	3	9	11	0	0	0	0	1724
....	....	4	2	8	1	2	0	0	6	1	12	2	4	7	11	2	0	0	0	0	1725
0	2	15	1	7	0	1	0	0	0	0	1	8	1	1	0	0	0	0	0	0	1726
2	0	1	6	0	2	0	0	0	5	1	8	2	0	4	3	3	5	0	0	0	1727
....	....	1	5	8	1	2	0	0	0	0	8	9	1	2	2	1	0	1	0	0	1728
3	5	....	5	14	3	2	0	0	4	11	12	19	7	9	4	3	3	1	3	3	1729
....	....	9	6	8	0	0	0	0	4	6	5	6	5	5	5	5	4	3	10	21	1730
8	6	4	6	4	2	0	0	0	4	4	6	6	4	6	4	2	3	3	0	0	1731
3	4	3	14	20	6	2	0	0	2	12	19	18	9	16	2	2	0	0	0	0	1732
3	0	12	5	6	1	1	0	0	1	5	9	12	6	8	4	3	0	0	0	0	1733

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	NEW YORK—cont'd								
1734	Cooperstown	Union School and Academy.	Strong Comstock	1	4	43	46	3	2
1735	Copenhagen	Union School (dept.).	F. A. Walker	1	1	30	50	4	1
1736	Coxsackie	Union School and Academy.	George William Fairgrieve.	1	1	15	25	1	2
1737	Crown Point	Union School	Thomas R. Kneil	1	1	20	22	3	0
1738	Cuba	Union School (dept.).	J. E. Dewey	1	1	40	41	....	....
1739	Dansville	do	F. J. Diamond, PH. B.	2	2	57	81	1	0
1740	De Ruyter	Union School	E. Winchell	1	2	45	75	0	1
1741	Dryden	Union School and Academy.	M. J. Fletcher	1	1	28	29	3	1
1742	Dunkirk	High School	Albert Leonard, A. M.	1	3	27	46	....	....
1743	East Bloomfield	Union High School	Arthur E. Neeley	2	0	10	13	0	1
1744	East Syracuse	do	S. McKee Smith	1	2	10	26	....	....
1745	Elba	High School	Chas. R. Loomis	1	0	1	5	....	....
1746	Elizabethtown	Union High School	H. D. Hoffnagle	1	1	10	15	3	0
1747	Ellenville	do	Francis A. Woodward.	0	3	14	30	6	1
1748	Ellicottsville	Union High School (dept.).	Charles E. Marshall.	1	1	10	20	....	....
1749	Elmira	Free Academy	Herbert M. Lovell, A. B.	1	6	172	137	6	0
1750	Fairport	Classical Union School.	Floyd J. Bartlett	1	2	63	104	10	15
1751	Fayetteville	Union High School (dept.).	Albert D. Whittier	1	2	31	54	....	....
1752	Flushing	High School	John Holley Clark	1	5	70	84	9	6
1753	Fonda	Union High School (dept.).	Charles A. Coons	1	0	9	13	3	0
1754	Fort Covington	Free Academy	Walter S. Flint	1	2	25	50	....	....
1755	Frankfort	Union High School (dept.).	Frank S. Tisdale, A. M.	1	1	17	31	....	....
1756	Fort Edward	do	Thomas S. Vickerman.	1	2	2	21	....	....
1757	Frewsburg	do	P. E. Marshall	2	1	27	33	....	....
1758	Friendship	Union High School and Academy.	A. H. Lewis	1	3	22	38	4	15
1759	Fulton	do	B. G. Clapp	1	5	104	117	5	6
1760	Geneva	Classical and Union School.	W. H. Truesdale, A. M.	1	4	38	45	15	10
1761	Glen Cove	High School (dept.)	C. W. Gould	1	1	15	30	....	....
1762	Glens Falls	Union High School (dept.).	Sherman Williams	0	5	27	60	1	0
1763	Gouverneur	Seminary and Union School.	James F. Tuthill	2	2	33	71	3	2
1764	Granville	Academy	D. A. Lockwood	0	16	20	30	5	1
1765	Greene	Union School and Academy (dept.).	Maurice E. Page	1	1	13	21	....	....
1766	Greenport	Union High School (dept.).	Alfred W. Rogers	1	2	16	26	3	2
1767	Greenwich	High School	C. L. Morey	1	2	43	47	8	6
1768	Groton	Union School and Academy.	William E. Lockner, A. M.	1	2	35	40	4	3
1769	Hamburg	Union School (dept.).	Andrew Spencer	1	2	20	30	1	0
1770	Hamilton	do	C. H. Van Guyl	1	2	50	100	....	....
1771	Hancock	Union School and Academy.	Lincoln R. Long	1	2	21	34	3	1
1772	Havana	Union School (dept.).	Irving Green	1	1	15	18	....	....
1773	Hempstead	Union School	A. E. Almy	1	1	20	38	....	....
1774	Herkimer	Union School (dept.).	A. G. Miller, A. M.	1	2	30	35	4	5

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	11	10	11	3	1	0	6	1	2	16	18	6	9	8	11	0	0	0	0	1734
----	----	2	8	4	0	0	0	0	3	2	10	15	4	6	2	2	1	2	0	0	1735
3	10	4	3	3	1	1	0	0	6	6	5	10	2	3	6	4	0	0	0	0	1736
2	8	7	5	4	3	0	0	4	4	0	3	3	1	0	3	1	0	0	0	0	1737
----	----	9	8	17	2	1	0	2	0	0	8	8	2	8	3	0	0	0	0	0	1738
3	3	16	10	20	0	0	1	4	8	14	20	30	6	11	3	5	0	0	0	0	1739
2	0	7	1	2	0	0	0	0	2	3	20	22	4	6	6	8	0	0	2	3	1740
8	5	8	5	8	3	1	0	0	2	4	5	6	4	3	2	3	0	0	0	0	1741
10	20	9	4	12	0	0	1	4	10	15	8	16	3	7	2	4	2	6	0	0	1742
----	----	----	3	4	0	1	0	0	0	2	6	12	0	2	2	3	0	0	0	3	1743
6	9	----	8	10	0	0	0	0	0	6	8	17	2	5	0	0	2	5	0	0	1744
----	----	----	1	1	0	0	0	0	0	0	1	2	1	2	0	0	0	0	0	0	1745
----	----	----	4	6	0	0	0	0	0	0	7	10	3	2	0	0	0	0	0	0	1746
7	4	12	6	4	2	0	0	0	7	22	10	19	6	8	6	8	0	0	0	0	1747
----	----	----	2	0	0	0	0	0	6	0	5	0	2	0	2	0	0	0	0	0	1748
56	24	34	71	97	6	0	0	0	14	14	85	111	35	40	55	45	20	15	0	0	1749
15	20	11	20	30	6	7	0	0	5	1	15	20	6	3	9	7	8	9	0	0	1750
2	3	7	4	13	0	0	0	0	0	0	1	8	0	2	1	6	0	0	0	0	1751
7	2	15	29	38	5	4	8	5	12	20	24	30	10	12	4	2	12	15	10	12	1752
----	----	----	3	3	1	0	0	0	0	0	6	9	1	2	0	0	0	0	0	0	1753
----	----	4	6	6	0	0	0	3	0	0	4	6	1	3	3	5	0	0	0	0	1754
----	----	6	0	0	0	0	0	0	0	0	10	15	4	3	0	0	4	6	0	0	1755
0	4	----	0	0	0	0	0	0	1	16	2	14	1	4	0	6	0	0	0	0	1756
----	----	16	5	4	0	0	0	0	5	6	6	4	4	4	3	5	5	5	0	0	1757
----	----	4	4	15	0	0	0	0	0	0	3	10	3	5	6	4	0	0	0	0	1758
3	2	12	25	21	2	2	12	18	6	9	23	31	8	13	6	11	10	10	29	33	1759
5	0	10	20	24	8	1	0	3	6	14	20	22	9	8	6	3	6	4	0	6	1760
----	----	13	0	0	0	0	0	0	0	0	15	30	0	0	15	30	0	0	15	30	1761
2	1	10	5	11	0	0	0	0	2	6	13	28	7	19	5	13	4	11	11	18	1762
----	----	10	12	18	3	5	1	2	6	20	24	47	0	0	5	2	6	0	0	0	1763
----	----	2	7	10	5	1	0	0	0	3	4	12	0	0	0	0	0	0	0	0	1764
2	2	5	6	12	0	0	0	0	3	2	3	10	4	7	4	7	0	0	0	0	1765
----	----	6	6	10	3	5	0	0	2	4	12	19	12	14	2	4	0	0	0	0	1766
8	4	8	10	6	6	3	0	0	0	0	13	18	5	4	8	8	4	2	0	0	1767
12	8	6	4	13	10	20	0	6	6	2	12	13	4	6	4	0	0	0	0	0	1768
10	7	6	4	10	0	0	0	0	2	5	10	20	6	8	5	6	5	6	5	5	1769
----	----	13	0	0	0	0	0	0	0	0	10	20	0	0	10	20	0	0	10	20	1770
4	3	8	7	12	2	1	0	0	4	2	6	11	7	5	6	4	5	7	0	0	1771
----	----	4	0	0	0	0	0	0	0	0	3	12	0	0	0	0	0	0	0	2	1772
----	----	10	2	11	0	0	0	0	6	10	7	21	1	0	0	0	0	0	4	7	1773
4	1	9	9	13	2	3	0	0	2	4	8	11	5	6	4	4	0	0	0	0	1774

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	NEW YORK—cont'd								
1775	Holland Patent	Union School (dept.)	William S. Knowlson.	1	1	45	63	3	2
1776	Holley	Union School and Academy.	Herbert G. Reed	1	2	7	6	1	3
1777	Homer	Union High School (dept.).	L. H Tuthill	1	2	22	30	3	0
1778	Hoosick Falls	do	John E. Shull	2	1	32	51	3	0
1779	Hornellsville	Hornell Free Academy.	W. R. Prentice	0	7	63	127	2	4
1780	Horse Head	Union High School (dept.).	P. T. Marshall	1	2	15	30	0	10
1781	Hudson	High School	F. J. Sagendorph, A. M.	1	1	22	34	2	0
1782	Huntington	do	C. J. Jennings	1	3	30	60	5	3
1783	Ilion	Union High School and Academy.	Judson I. Wood	1	5	69	117		
1784	Ithaca	High School	Daniel O. Barto	3	6	167	244	7	6
1785	Jamestown	do	Rooillus R. Rogers	3	8	85	124	25	14
1786	Johnstown	do	William S. Snyder	1	3	53	90	6	11
1787	Jordan	Free Academy	John W. Chandler	1	2	23	40	2	0
1788	Keeseville	Union School (dept.)	A. W. Dyke	1	1	10	15		
1789	Kingston	Academy	Henry White Callahan.	2	6	126	175	10	0
1790	Leonardsville	Union School and Academy.	Charles H. Weller	1	1	20	33	1	1
1791	Limestone	do	J. M. Grimes, A. M.	0	4	30	25	4	3
1792	Lisle	Union School (dept.)	Geo. B. Benedict	1	2	24	25		
1793	Little Falls	do	Marcellus Oakey, A. M.	1	8	49	62	9	3
1794	Little Valley	Union School	G. W. Boyce	0	3	79	119		
1795	Liverpool	Union School and Academy.	William S. Murray, B. S.	1	1	6	6	1	0
1796	Lockport	Union School (dept.)	Asher B. Evans, A. M.	4	4	144	190	2	1
1797	Lyons	do	W. H. Kinney	4	1	51	83	10	0
1798	Madison	Union School and Academy.	Jay Badgley	1	0	6	8		
1799	Malone	Franklin Academy	E. D. Merriman	2	3	41	58	4	3
1800	Manlius	Union School (dept.)	Geo. E. Bullis	0	5	24	27	4	2
1801	Massena	Union School and Academy.	M. H. Kinsley, B. S.	1	1	36	31		
1802	Mayville	do	W. M. Pierce	1	2	22	31	2	1
1803	Medina	Free Academy	Charles E. Allen	1	3	63	96	4	0
1804	Middletown	do	Henry H. Roberts	2	2	50	70	8	2
1805	Mohawk	Union School (dept.)	W. E. Stearns	1	2	12	23	2	0
1806	Montgomery	do	Reuben Fraser	1	2	40	47	2	0
1807	Moravia	do	J. D. Bigelow	1	2	35	30	5	2
1808	Morris	Union Academic School.	W. D. Johnson	1	1	21	27		
1809	Mount Morris	Union School and Academy.	Frank Cuddbic	1	2	16	47		
1810	Naples	Union School (dept.)	Burr W. Mosher	1	2	24	20	0	1
1811	Newark	Union School and Academy.	J. W. Robinson	1	2	35	57	9	8
1812	Newark Valley	Union School (dept.)	W. H. Ryan	1	3	40	35	3	0
1813	New Berlin	Union School	S. J. Gibson	1	5	25	28	1	0
1814	Newburg	Free Academy	James W. Crane	5	5	100	125	15	5
1815	New York	Central Evening High School.	George White	28	0	1,212	0		
1816	do	Eastside Evening High School.	Wilbur F. Hudson	23	0	1,300	0		
1817	do	Long Island City High School.	Mrs. M. E. Guirey	0	2	14	72		

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
0	0	8	6	10	3	0	0	0	1	2	11	19	4	7	27	7	6	10	0	0	1775
----	----	----	4	10	1	0	0	0	0	7	4	5	0	4	0	0	0	0	0	0	1776
2	2	6	10	14	7	0	0	0	4	10	5	15	5	1	4	2	0	0	0	0	1777
2	0	16	6	11	2	0	6	9	0	0	21	41	8	10	8	10	9	15	0	0	1778
2	0	20	10	45	1	4	0	0	4	16	25	40	15	20	5	6	0	0	0	0	1779
2	4	6	0	10	0	0	1	6	0	0	5	20	4	4	2	2	0	0	0	0	1780
3	0	8	10	4	0	0	0	0	0	0	10	24	4	12	1	3	8	13	0	0	1781
----	----	10	20	30	1	5	0	0	8	10	10	15	4	6	0	0	2	8	20	30	1782
----	----	17	4	9	2	0	0	0	7	24	26	28	7	6	5	0	0	0	0	0	1783
49	0	40	26	47	6	5	4	11	29	41	81	43	55	47	27	19	0	0	0	0	1784
11	9	25	39	26	10	4	3	3	5	23	55	70	33	31	10	8	16	3	0	0	1785
5	10	5	6	9	0	2	0	0	3	12	9	8	3	7	0	0	3	7	0	0	1786
0	0	5	5	11	1	0	0	0	0	2	11	18	1	6	2	8	0	0	0	0	1787
1	0	1	3	3	0	0	0	0	2	2	7	10	3	3	2	1	1	1	0	0	1788
----	----	20	30	15	7	0	1	20	10	15	15	26	16	19	10	4	10	6	0	0	1789
----	----	4	6	7	0	0	0	0	1	4	16	8	3	7	3	7	0	0	0	0	1790
----	----	3	2	4	0	0	0	0	1	4	4	6	0	2	6	2	2	0	0	0	1791
----	----	1	6	3	0	0	0	0	0	0	10	12	4	2	4	0	0	0	0	0	1792
7	0	11	19	33	1	0	0	8	9	31	25	41	10	6	18	26	0	0	0	0	1793
----	----	----	0	0	0	0	0	0	0	0	3	5	2	0	3	2	0	0	0	0	1794
----	----	----	1	3	0	0	0	0	4	6	1	4	2	0	8	2	0	0	0	0	1795
14	7	12	34	38	0	0	0	15	18	36	65	73	14	16	22	33	8	2	0	0	1796
8	15	10	21	28	4	0	1	5	1	6	15	17	9	12	7	5		0	0	0	1797
----	----	----	0	4	0	0	0	0	3	8	5	7	0	0	0	0	0	4	0	0	1798
0	0	4	18	20	3	4	3	11	6	12	27	30	13	16	12	16	7	7	0	0	1799
----	----	3	2	4	0	0	0	0	0	0	8	8	6	5	4	3	0	0	2	4	1800
7	1	5	5	4	0	0	0	0	0	0	8	9	4	4	7	2	0	0	5	3	1801
10	8	4	8	8	2	3	0	0	1	10	4	7	2	4	2	1	2	1	0	2	1802
8	5	14	4	0	4	0	8	5	8	5	43	74	43	74	43	74	43	74	43	74	1803
10	5	10	27	33	6	1	0	0	9	14	31	50	14	18	20	29	1	5	0	0	1804
----	----	----	2	5	0	0	0	0	0	0	5	10	0	5	0	0	0	0	0	0	1805
2	0	17	3	7	0	0	0	0	0	0	6	10	2	7	2	4	0	0	0	0	1806
----	----	7	14	10	5	0	0	0	0	0	22	25	6	5	7	2	0	0	0	0	1807
----	----	8	0	0	0	0	0	0	0	0	8	15	10	11	13	16	15	20	0	0	1808
----	----	5	4	17	1	0	0	3	1	6	5	10	1	3	0	0	0	0	0	0	1809
----	----	14	7	3	1	1	0	0	4	2	15	6	4	5	5	5	0	0	0	0	1810
12	6	10	8	13	1	0	0	0	2	6	11	19	7	8	6	4	4	0	0	0	1811
----	----	6	14	10	5	0	0	0	4	3	15	10	1	6	4	12	0	0	0	0	1812
----	----	5	4	1	0	0	0	0	1	8	8	9	1	1	3	4	0	0	0	0	1813
8	12	46	30	28	8	1	3	10	0	0	100	125	44	52	22	23	22	24	78	86	1814
----	----	227	9	0	0	0	23	0	59	0	15	0	15	0	0	0	14	0	0	0	1815
----	----	36	22	0	0	0	73	0	120	0	20	0	18	0	0	0	22	0	0	0	1816
----	----	----	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	72	1817

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	NEW YORK—con'd.								
1818	Niagara Falls	Union School (dept.)	Nathaniel L. Benham.	0	4	51	86	6	0
1819	Nicols	do	Irving F. Stetler	1	1	8	12	1	0
1820	North Brookfield	Union School and Academy.	F. W. Crumb, A. M.	0	3	12	16	6	5
1821	North Tarrytown	Union School (dept.)	Nathan H. Dumond.	1	1	27	16	....	....
1822	Norwood	Union School and Academy.	Edwin F. McDonald.	1	1	35	40	2	0
1823	Nunda	Union School	William Alvah Stewart.	1	1	23	24	....	....
1824	Nyack	do	Ira H. Lawton	1	3	26	31	....	....
1825	Ogdensburg	Free Academy	W. C. Kruse	2	3	90	118	8	3
1826	Olean	High School	A. B. Davis	0	6	60	89	2	3
1827	Oneida	Union School	F. W. Jennings, A. M.	1	4	18	68	17	65
1828	Oneonta	do	Nathaniel N. Bull	0	4	18	26	1	1
1829	Onondaga Valley	Free Academy	E. D. Niles	1	3	50	75	1	1
1830	Oswego	High School	Charles W. Richards.	1	5	85	143	15	11
1831	Ovid	Union School and Academy.	S. G. Harris, A. M.	0	2	23	27	0	2
1832	Oyster Bay	Union School (dept.)	Sidney R. Coovey	1	0	2	5	....	....
1833	Palatine Bridge	do	Nathan G. Kingsley.	1	0	7	1	1	0
1834	Palmyra	Classical Union School (dept.).	Geo. W. Pye	2	2	41	60	10	4
1835	Parish	Union School	E. E. Schribner	1	2	36	70	....	....
1836	Patchogue	Union School (dept.)	W. E. Gordon	1	3	28	41	1	0
1837	Peekskill	Drum Hill U. F. School.	John Millar	1	5	68	89	....	....
1838	Penn Yan	Academy	F. T. Schultz	2	2	49	110	5	8
1839	Perry	Union School	Mary E. Calton	0	5	36	44	6	8
1840	Phelps	Union and Classsical School.	D. D. Edgerton, A. M.	1	2	26	27	4	4
1841	Phœnix	Academy	De Forest A. Preston.	1	6	60	50	....	....
1842	Pittsford	Union School (dept.)	Edwin J. Howe	1	0	12	18	2	1
1843	Plattsburg	High School	H. D. Woodward	2	5	119	87	18	11
1844	Port Byron	Free School and Academy.	William L. Harris, A. B.	1	2	35	50	0	2
1845	Port Chester	Union Free School	John C. Rockwell	1	1	16	20	3	0
1846	Port Henry	Union School and Academy.	P. F. Burke	1	2	19	40	1	1
1847	Port Jervis	High School	J. M. Dolph	1	4	44	110	10	8
1848	Portville	Union School (dept.)	W. Hazelton Smith	1	1	16	17	2	0
1849	Poughkeepsie	High School	James Winne, A. M.	1	4	37	89	....	....
1850	Prattsburg	Franklin Academy and Union School.	Curtis B. Miller	1	4	35	42	3	0
1851	Pulaski	Academy	William C. Gorman.	1	2	40	42	5	4
1852	Rhinebeck	Union School	Theodore S. Barnes.	1	0	18	22	....	....
1853	Richfield Springs	Union School and Academy.	J. Anthony Bassett, A. M.	1	2	27	57	2	3
1854	Rochester	Free Academy	John G. Allen	5	16	296	478	140	85
1855	Rondout	Ulster Academy	William E. Bunten.	2	5	73	85	3	1
1856	Roxbury	High School	John Y. Smith	1	1	16	14	....	....
1857	Rushford	Union School	Edward Maguire	1	1	26	24	1	0
1858	Rushville	do	Frederick W. Fisher.	1	1	9	5	....	....
1859	Sag Harbor	Union School (dept.)	John Jay Harrison	1	1	10	24	1	0
1860	Salamanca	do	A. H. Sage	2	2	36	46	3	0

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
3	3	12	6	2	0	0	0	0	8	12	10	14	0	4	4	6	6	6	0	0	1818
0	0	10	0	0	0	0	0	0	0	0	4	3	0	0	4	4	0	0	0	0	1819
6	11	5	5	5	0	0	0	0	0	0	10	7	7	4	8	3	6	2	8	9	1820
----	----	2	0	0	0	0	0	0	0	0	27	16	2	5	4	8	0	0	0	0	1821
4	0	33	10	12	0	0	0	0	0	0	15	12	10	8	14	16	12	11	30	32	1822
----	----	5	20	11	0	0	0	0	0	0	12	11	0	0	0	0	0	0	5	7	1823
----	----	12	0	0	0	0	0	0	0	0	7	9	7	9	15	15	4	7	0	0	1824
----	----	34	28	35	10	2	5	12	0	0	20	20	18	19	10	19	9	9	40	57	1825
5	0	14	10	18	1	1	0	4	8	25	20	35	8	13	10	4	3	0	0	0	1826
2	0	11	12	25	2	9	0	0	0	0	0	0	0	0	0	9	0	0	6	7	1827
----	----	5	1	3	0	1	0	5	1	0	12	16	4	12	0	0	0	0	0	0	1828
18	6	6	8	12	1	1	3	8	5	12	25	40	10	15	15	10	4	5	3	5	1829
2	0	14	20	25	6	1	0	0	0	0	40	60	10	20	8	14	7	5	15	25	1830
4	8	2	9	12	0	2	0	0	3	6	5	5	2	7	5	5	0	0	0	0	1831
1	0	3	0	0	0	0	0	0	0	0	1	5	0	0	2	5	0	0	1	5	1832
5	1	5	7	0	2	0	0	0	5	0	4	0	7	1	6	0	0	0	0	0	1833
0	1	14	8	12	5	2	0	0	6	20	8	15	10	12	4	4	3	4	0	0	1834
----	----	6	6	0	1	0	6	2	7	6	5	6	4	2	3	2	0	0	0	0	1835
2	2	12	3	3	0	0	0	0	0	0	16	22	7	11	16	22	6	8	16	22	1836
----	----	8	0	0	0	0	0	0	0	0	8	26	4	4	8	26	0	0	0	0	1837
2	0	9	12	28	4	4	0	14	8	14	16	47	8	23	9	12	2	7	12	24	1838
10	12	15	2	8	0	0	0	0	4	10	14	16	6	10	5	3	0	0	15	20	1839
5	2	3	4	8	0	0	0	6	10	10	10	12	4	2	4	3	1	0	0	0	1840
5	10	6	5	15	0	0	12	20	3	5	15	15	8	12	16	10	8	6	0	0	1841
4	6	3	1	1	0	0	0	0	0	0	10	15	4	1	0	0	0	0	1	1	1842
23	10	14	23	18	18	11	12	7	9	13	23	31	18	11	12	13	12	13	23	31	1843
6	6	1	5	4	0	1	0	0	0	4	6	10	10	10	2	2	3	1	0	0	1844
2	4	8	14	22	0	0	0	0	0	0	14	22	14	22	14	22	14	22	14	22	1845
2	1	3	9	13	0	0	4	3	0	0	11	18	5	4	7	0	0	0	1	0	1846
8	2	27	12	22	4	2	0	0	22	51	18	24	22	28	8	9	2	5	0	0	1847
5	3	5	12	9	3	2	0	0	0	0	6	4	6	5	0	0	0	0	0	0	1848
5	11	25	22	45	0	0	0	0	0	0	32	69	19	53	8	17	0	0	0	0	1849
1	0	4	4	9	4	0	2	0	1	3	4	5	3	4	3	4	1	0	0	0	1850
2	0	4	10	12	1	1	0	0	3	2	15	14	8	6	8	5	4	2	5	1	1851
----	----	----	0	0	0	0	0	0	0	0	3	4	2	0	4	2	2	1	0	0	1852
----	----	8	3	10	0	0	0	5	0	0	13	25	1	9	0	0	0	0	0	0	1853
50	40	176	214	279	57	38	0	0	31	43	117	181	72	125	103	336	95	224	243	421	1854
2	2	20	3	11	0	1	0	5	4	10	18	22	15	20	12	10	4	0	0	0	1855
----	----	----	0	0	0	0	0	0	0	0	10	6	0	0	4	4	0	0	0	0	1856
----	----	3	2	2	0	0	0	0	0	0	5	4	1	0	3	2	0	0	0	0	1857
----	----	----	3	3	0	0	0	1	0	0	4	0	3	2	5	1	0	0	3	2	1858
----	----	----	1	1	0	0	0	3	0	0	2	11	0	1	1	5	0	0	1	1	1859
9	5	6	5	7	3	0	2	0	7	8	13	25	4	4	3	4	6	2	0	0	1860

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	NEW YORK—cont'd								
1861	Sandy Creek	Union School and Academy.	Robert A. McDonald.	1	2	68	76	4	0
1862	Sandy Hill	do	Francis A. Tefft	1	4	40	70	0	1
1863	Saratoga Springs	High School	Welland Hendrick	2	3	62	87	3	0
1864	Savannah	Union School	Charles G. Plumb	1	0	3	10	....	....
1865	Schenectady	Union Classical Institute.	Charles S. Halsey	1	5	79	101	32	5
1866	Schenevus	Union School	Floyd S. Lowell	1	2	9	23	....	....
1867	Schoharie	Academy	Solomon Sias, A. M., M. D., F. A. A. S.	2	1	44	28	5	0
1868	Schuylerville	Union School	W. L. Weeden, A. M.	1	2	38	34	3	0
1869	Scio	High School (dept.)	James M. Reed	1	1	20	40	....	....
1870	Sherburne	Union School and Academy.	W. D. Mauro	0	3	13	41	3	4
1871	Sidney	High School	Martin H. Walrath, A. B.	1	3	14	19	2	1
1872	Silver Creek	Union School and Academy.	Arthur M. Preston	2	1	22	37	6	5
1873	Sinclairville	Academy	F. H. Hall	1	2	23	37	....	....
1874	Sing Sing	High School	Miss Ida W. Bennett.	0	3	20	40	....	....
1875	Skaneateles	Academy and Union School.	H. F. Miner	1	3	45	53	2	2
1876	Smithville Flats	Union School and Academy.	J. H. Murray	1	1	18	19	....	....
1877	Spencer	Union School (dept.)	S. K. Marsh	1	1	20	40	0	2
1878	Springville	Griffith Institute and Springville Union School.	Robert W. Hughes, A. M.	1	3	70	99	11	14
1879	Stamford	Seminary and Union School.	O. J. Blakesley	3	5	65	70	5	6
1880	Stillwater	High School	Alexander Falconer.	1	1	19	28	2	3
1881	Tonawanda	Union School (dept.)	Henry Pease, A. M.	2	0	7	14	3	0
1882	Trenton	High School (dept., Dist. No. 1).	John G. Williams	1	0	14	21	....	....
1883	Troy	High School	Leigh R. Hunt	4	3	94	142	16	3
1884	Trumansburg	Union School (dept.)	Henry D. Hopkins, A. B.	1	1	15	22	....	....
1885	Union Springs	High school	Arthur M. Seekell	1	1	26	23	....	....
1886	Utica	Academy	George Carlton Sawyer.	4	5	143	177	27	13
1887	Valatie	Union School	Charles A. Coons	1	2	16	16	1	0
1888	Vernon	Union School (dept.)	Eldridge R. Adams	1	1	21	31	....	....
1889	Walton	do	James R. Fairgrieve.	1	3	47	49	14	2
1890	Warrensburg	Union School and Academy.	Fred N. Moulton	1	0	5	5	1	0
1891	Warsaw	do	Irving B. Smith	2	2	80	84	15	7
1892	Warwick	Worwick Institute	William Day Smith.	1	2	15	25	4	0
1893	Waterford	Union School (dept.)	H. L. Benton	1	2	20	35	....	....
1894	Waterloo	Union School	A. R. Snow	2	1	53	79	....	....
1895	Watertown	High School	F. D. Shaver	2	8	121	140	16	3
1896	Waterville	Union School and Academy.	Arthur M. Wright	1	4	83	87	6	4
1897	Watkins	do	Samuel S. Johnson	1	7	48	52	1	2
1898	Webster	Union School (dept.)	Frank D. Boynton, A. B.	1	1	26	29	....	....
1899	Wellsville	Union School and Academy.	Curtis M. Harding	2	1	30	50	2	3
1900	Westchester	Union School, No. 1 (dept.)	Michael E. Devlin	2	0	25	20	25	20

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	1	6	14	16	4	0	0	0	5	6	8	8	7	5	2	3	4	1	0	0	1861
8	0	8	11	8	1	1	2	0	0	0	15	25	6	8	2	8	0	0	0	0	1862
----	----	15	16	18	4	0	7	4	12	8	27	48	19	32	13	21	7	12	7	12	1863
2	6	5	0	0	0	0	0	0	0	0	2	10	1	4	3	8	0	0	1	5	1864
13	6	47	60	45	38	4	0	0	10	52	34	46	24	35	24	37	24	37	5	7	1865
----	----	10	5	7	0	0	0	0	0	3	7	9	5	11	6	2	0	0	0	0	1866
3	0	2	10	0	0	0	2	7	2	6	5	15	10	8	4	2	4	0	3	8	1867
----	----	11	5	15	3	0	3	7	2	6	20	8	2	7	4	4	4	2	0	0	1868
----	----	----	0	0	0	0	0	0	0	0	5	5	0	0	3	5	0	0	0	0	1869
----	----	5	5	13	2	0	0	0	3	3	5	9	0	3	0	0	0	0	1	3	1870
3	0	16	5	12	2	1	0	0	3	5	7	6	6	6	5	6	0	0	0	0	1871
3	0	10	12	•9	5	0	0	0	0	0	16	20	14	11	11	13	6	9	10	7	1872
----	----	14	3	5	0	0	0	6	8	16	8	10	6	8	0	0	0	0	0	0	1873
----	----	7	4	16	0	0	0	0	20	40	20	40	4	3	7	22	0	0	4	3	1874
----	----	9	12	20	3	3	0	0	2	9	26	27	5	12	9	9	5	5	0	0	1875
----	----	3	0	0	0	0	0	0	0	0	6	5	1	0	2	1	0	0	0	0	1876
10	15	9	3	9	0	2	4	2	0	1	15	16	6	8	9	4	6	1	1	1	1877
20	5	7	18	16	4	2	0	0	2	7	20	25	6	5	10	6	5	2	0	0	1878
4	3	7	15	10	10	7	12	8	8	7	30	15	18	15	15	7	12	5	10	5	1879
2	0	9	7	15	0	0	0	0	8	16	10	12	8	16	7	15	9	6	8	16	1880
0	0	4	6	0	4	0	0	0	0	0	0	6	2	3	0	0	0	0	0	0	1881
----	----	----	0	3	0	0	0	0	1	2	1	4	0	0	0	0	0	0	0	0	1882
10	4	77	52	36	16	2	0	0	12	47	46	55	23	32	14	27	14	27	8	39	1883
1	0	----	2	9	0	0	0	0	6	10	4	14	5	6	4	6	0	0	0	0	1884
9	12	4	0	0	0	0	0	0	0	0	10	8	5	3	3	4	3	2	12	15	1885
----	----	42	67	52	16	6	11	31	17	32	36	64	21	18	39	17	3	17	0	0	1886
----	----	----	0	0	0	0	0	0	0	0	3	10	3	4	0	0	0	0	0	0	1887
----	----	1	0	1	0	0	0	0	0	0	5	8	2	3	3	6	0	1	3	3	1888
10	0	1	17	7	6	0	0	8	8	21	13	6	7	10	10	4	0	0	0	0	1889
10	6	1	7	2	0	0	0	3	0	0	12	16	4	2	3	2	0	0	6	4	1890
10	5	19	24	20	15	7	0	0	1	3	25	15	5	10	3	6	0	0	0	0	1891
1	0	5	12	20	4	1	0	0	1	1	12	20	4	6	2	2	0	0	0	0	1892
----	----	10	5	7	0	0	0	0	0	0	10	12	10	11	8	7	0	0	0	0	1893
----	----	8	8	17	3	0	0	0	3	6	21	47	10	9	8	2	4	2	3	5	1894
2	0	9	25	35	10	3	3	18	16	30	35	45	20	15	20	15	24	16	34	26	1895
7	2	8	8	17	2	5	0	0	2	10	13	.2	4	9	9	8	6	4	0	0	1896
5	8	4	8	17	1	2	0	0	0	4	10	14	3	4	10	1	0	0	0	0	1897
----	----	2	4	6	3	3	0	0	0	0	8	8	1	5	3	3	0	0	13	19	1898
----	----	8	6	10	2	3	0	0	0	0	8	16	4	12	3	9	2	3	3	3	1899
----	----	16	0	0	0	0	10	10	0	0	20	20	5	5	25	20	0	0	25	20	1900

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	NEW YORK—cont'd								
1901	Westchester	Union School, No. 3 (dept.).	Philip O'Ryan	1	0	1	6	....	....
1902	Westfield	Union School (dept.).	A. N. Taylor	1	2	50	45	....	....
1903	West Hebron	do	Leland L. Landers.	1	1	10	16	2	0
1904	Westport	do	Fred V. Lester	1	1	51	60	6	4
1905	West Windfield.	Union School and Academy.	Frank J. House	1	2	20	30	....	....
1906	Whitehall	Union School (dept.).	J. H. Kelly	1	1	9	19	....	....
1907	Whitney's Point	Union School and Academy.	Alva V. Wilson	1	1	35	42	2	0
1908	Wilson	Union School (dept.).	Thos. Lockhart	1	1	37	42	....	....
1909	Windsor	do	George R. Winslow	1	3	40	35	....	....
1910	Wolcott	Levenworth Institute and Union Free School.'	James E. Potter	1	3	38	50	8	10
1911	Woodhull	Union School and Academy.	Alvin Z. Pierce	2	1	20	35	....	....
1912	Worcester	do	Rev. F. H. Coffran.	1	1	15	35	3	6
1913	Yonkers	High School	Edward R. Shaw	3	5	60	100	13	5
	NORTH CAROLINA.								
1914	Asheville	High School (Dept.)	E. P. Mungum	2	4	47	53	....	....
1915	Banners Elk	Academy	J. W. Davis	1	0	3	1	....	....
1916	Durham	High School (Dept.)	E. W. Kennedy	2	2	31	51	3	0
1917	Greensboro	do	S. C. Smith	2	0	12	18	12	18
1918	Reidsville	do	John R. Graham	1	1	9	12	....	....
1919	do	High School (colored).	W. S. Roberson	2	0	21	28	....	....
1920	Tarboro	High School (Dept.)	Chas. J. Parker	1	1	8	13	....	....
1921	Washington	do	Walter S. Dunston.	0	2	32	54	16	22
1922	Wilmington	High School (Dept.)	M. C. S. Noble	1	1	5	25	....	....
1923	Winston	do	L. M. Rignolds	2	2	30	57	....	....
	NORTH DAKOTA.								
1924	Devils Lake	High School	L. B. Fancher	1	0	4	4	....	....
1925	Fargo	do	Eliza A. Kent	1	2	37	41	3	1
1926	Grand Forks	do	C. H. Clemmer	1	3	17	36	4	6
	OHIO.								
1927	Akron	High School (Dept.)	Wilbur V. Rood	2	10	176	266	10	4
1928	Alexandria	High School	Charles F. Winn	1	1	16	18	....	....
1929	Alliance	do	C. C. Davison	2	5	49	82	....	....
1930	Alpha	Beaver Creek Township.	R. W. Mitchell	1	1	22	14	2	2
1931	Andover	High School	J. D. McCalmont	1	2	60	54	2	0
1932	Arcanum	do	S. A. Minnich	1	0	4	8	....	....
1933	Archbold	do	A. L. Biglow	1	0	21	19	....	....
1934	Ashland	do	Belle F. Osborn	1	3	43	67	3	2
1935	Ashley	do	W. J. Crane	1	0	6	9	....	....
1936	Athens	do	Miss Kate Boyd	1	2	20	40	....	....
1937	Attica	do	George M. Hoke	2	0	7	26	4	10
1938	Bainbridge	do	George W. Fry	1	1	10	16	0	1
1939	Barnesville	do	W. C. Bowers	3	1	48	68	10	8
1940	Basil	do	R. B. Bennett	1	1	21	18	....	....
1941	Batavia	do	J. E. Ockerman	2	1	23	28	....	....
1942	Bellaire	do	Alice Cunningham	2	2	49	106	....	....
1943	Bellbrook	do	W. C. Wilson	1	1	12	7	2	0
1944	Belle Center	Union School	J. W. Grabiel	2	3	6	24	2	4
1945	Bellefontaine	High School	Henry A. Cassidy	2	1	13	39	....	....
1946	Bellevue	do	E. F. Warner	1	1	25	50	3	5
1947	Bellville	do	J. J. Houser	1	2	10	14	....	....

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	3	0	0	0	0	0	0	0	0	1	6	0	0	0	0	0	0	0	0	1901
----	----	----	12	7	3	2	6	5	9	10	15	20	12	10	4	0	0	0	0	0	1902
----	----	----	4	4	2	0	0	0	0	0	9	2	0	0	2	4	0	0	0	0	1903
2	0	6	7	4	2	0	4	1	0	0	21	12	4	3	6	4	0	0	0	0	1904
----	----	6	2	4	0	0	0	2	0	6	20	30	5	10	4	6	6	1	0	0	1905
----	----	8	1	5	0	0	1	5	0	0	6	14	3	5	3	0	0	0	0	0	1906
4	3	3	5	14	0	0	0	0	0	3	8	18	4	5	8	6	0	0	0	0	1907
----	----	----	1	2	0	0	0	0	1	6	10	9	0	0	4	3	0	0	9	18	1908
2	0	5	3	10	0	0	0	0	4	16	15	20	3	8	7	8	3	0	0	0	1909
3	0	11	20	25	0	0	1	7	0	0	20	25	20	25	5	6	0	0	0	0	1910
----	----	----	0	5	0	0	0	0	0	2	7	12	0	0	5	6	0	0	0	0	1911
----	----	1	3	11	1	2	0	0	0	2	4	11	1	4	0	3	0	0	0	0	1912
7	8	23	27	45	11	3	1	13	2	13	46	71	19	12	31	53	8	8	0	0	1913
----	----	20	45	50	0	0	0	0	0	0	18	35	45	50	40	37	1	11	18	26	1914
----	----	----	3	1	0	0	0	0	0	0	1	1	0	0	2	0	0	0	2		1915
----	----	9	19	29	0	0	0	0	0	0	19	29	3	7	3	7	0	0	31	51	1916
----	----	4	12	18	0	0	0	0	0	0	0	0	2	4	5	7	0	0	8	12	1917
----	----	----	4	5	0	0	0	0	0	0	4	5	1	1	4	5	0	0	9	12	1918
----	----	6	21	28	0	9	0	0	0	0	21	28	0	0	21	28	0	0	21	28	1919
----	----	----	8	13	0	0	0	0	0	0	5	6	3	1	4	0	0	0	3	8	1920
27	38	54	8	12	0	0	5	7	3	4	10	6	8	7	22	17	9	10	30	38	1921
----	----	----	5	25	0	0	0	0	0	0	5	25	0	0	5	25	0	0	5	25	1922
----	----	19	30	57	0	0	0	0	0	0	30	47	6	14	15	22	15	22	20	47	1923
----	----	----	2	2	0	0	0	0	0	0	4	4	0	0	0	0	0	0	0	0	1924
9	7	9	32	36	0	0	0	0	0	0	20	25	5	12	8	7	5	12	5	12	1925
----	----	12	16	32	0	0	0	0	0	4	15	20	2	10	2	5	0	0	6	9	1926
----	----	70	57	66	13	4	0	0	35	33	146	193	52	14	47	104	30	73	72	144	1927
----	----	----	0	0	0	0	0	0	0	0	6	7	3	2	5	2	0	0	4	3	1928
----	----	19	0	0	0	0	0	0	0	0	22	76	6	16	6	16	0	0	0	0	1929
0	1	11	14	14	0	0	0	0	0	0	13	8	5	6	4	2	0	0	0	0	1930
2	1	5	6	5	0	0	0	0	4	7	13	14	4	3	6	1	0	0	4	5	1931
----	----	4	4	8	0	0	0	0	0	0	4	8	4	8	4	8	0	0	4	8	1932
2	3	5	0	0	0	0	0	0	0	0	21	19	2	6	9	14	0	0	2	6	1933
4	4	12	15	25	2	0	0	0	4	5	25	30	12	13	7	5	0	7	8	7	1934
----	----	----	6	2	0	0	0	0	0	0	4	3	0	0	0	0	0	0	0	0	1935
----	----	3	20	40	0	0	0	0	0	0	7	22	8	7	8	12	0	0	7	22	1936
----	----	4	7	26	0	0	0	0	0	0	7	22	0	4	5	15	0	4	0	0	1937
----	----	1	3	5	0	0	0	0	0	0	10	16	2	3	3	4	0	0	3	4	1938
----	----	25	16	30	0	0	0	0	0	0	23	25	24	35	13	27	9	4	0	0	1939
0	2	4	0	0	0	0	0	0	0	0	10	9	4	2	4	2	0	0	0	0	1940
----	----	6	25	16	0	0	0	0	0	0	20	10	12	13	6	5	0	0	10	12	1941
----	----	20	6	6	0	0	0	0	10	18	13	33	18	48	7	19	5	15	0	0	1942
2	1	5	5	3	0	0	0	0	0	0	5	9	5	2	5	2	0	0	12	7	1943
0	1	6	3	14	0	0	0	0	0	0	3	10	3	14	1	5	0	0	1	5	1944
----	----	13	7	20	0	0	0	0	0	0	11	39	5	20	5	8	0	0	2	11	1945
10	15	9	12	30	0	0	0	0	6	12	20	40	5	18	8	12	0	0	3	15	1946
----	----	----	8	5	0	0	0	0	0	0	10	14	2	1	2	1	0	0	2	1	1947

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	OHIO—continued.								
1948	Bentonville	High School	J. D. Darling	1	1	8	9	2	3
1949	Berea	Union School	E. D. Lyon	3	1	12	32	0	2
1950	Beverly	Independent School	J. F. Wagner	0	4	16	21	----	----
1951	Blanchester	High School	J. H. Rowland	1	0	8	21	----	----
1952	Bloomingburg	High School (Dept.)	W. Y. Young	1	2	7	14	----	----
1953	Bloomville	Union School	C. A. Shock	1	0	3	0	1	0
1954	Bluffton	High School	Clyde Akerman	2	4	22	14	2	0
1955	Bowling Green	do	Mrs. E. E. Barton	1	1	29	26	----	----
1956	Brecksville	do	Charles M. Knight	1	1	24	41	----	----
1957	Bridgeport	do	James Duncan	1	2	21	25	----	----
1958	Bristolville	High School (Dept.)	F. F. Main, B. S.	1	2	31	21	----	----
1959	Brooklyn	High and Grammar School.	F. A. Cosgrove	0	1	9	5	----	----
1960	Butler	Independence High School	A. R. Stichler	1	0	11	6	----	----
1961	Cadiz	High School	H. V. Merrick	1	1	17	25	----	----
1962	Caledonia	do	W. V. Smith	1	0	11	14	----	----
1963	Cambridge	do	E. L. Abbey	1	2	50	40	----	----
1964	Camden	Union School	Frank G. Shuey	2	0	9	16	3	0
1965	Canal Fulton	High School	M. C. Lytle	1	0	24	32	----	----
1966	Canton	Union High School	Charles A. Shaw	2	2	60	80	10	12
1967	Carey	High School	R. H. Morrison	1	1	10	16	----	----
1968	Carlisle	do	J. M. Lane	1	0	4	6	1	1
1969	Carrolton	do	W. H. Ray	2	0	40	32	----	----
1970	Cedarsville	do	C. S. D. Shawan	1	0	10	17	----	----
1971	Celina	do	George S. Harter	3	0	32	26	1	2
1972	Centerburg	do	S. H. Maharry	2	2	25	15	2	0
1973	Centerville	Union School	L. G. Weaver	1	0	24	23	2	1
1974	Chagrin Falls	High School	F. P. Shumaker	1	1	35	37	8	3
1975	Chardon	Chicago Junction Union School.	G. H. Fuller	1	2	82	80	----	----
1976	Chicago	High School	J. A. Pittsford	1	4	16	20	----	----
1977	Chillicothe	Addison High School	Reynold Janney	2	4	67	75	----	----
1978	Christiansburg	Hughes High School	W. F. Gilmore	1	0	11	16	----	----
1979	Cincinnati	Woodward High School.	E. W. Coy	6	9	262	403	30	12
1980	do	High School	George W. Harper	7	13	406	455	49	6
1981	Circleville	do	Ella S. Dunn	0	3	32	62	----	----
1982	Clarington	do	C. E. Ginthens	1	0	22	26	1	0
1983	Clarksville	do	W. E. Barrett	1	0	9	12	----	----
1984	Cleveland	Central High School	Edward L. Harris	15	21	537	923	----	----
1965	do	West Cleveland High School.	G. W. Mc Ginnis	3	16	15	25	4	4
1986	Clifton	Union School	J. E. Collins	1	0	11	11	----	----
1987	Clyde	High School	M. A. Kline	2	1	28	49	----	----
1988	Columbiana	do	Linda L. Snyder	1	1	22	25	----	----
1989	Columbus	do	Abram Brown	11	11	275	582	----	----
1990	Columbus Grove	Union School	E. Ward	1	6	19	29	----	----
1991	Conneaut	High School	C. E. Carey	1	3	20	60	2	0
1992	Conway	do	W. O. Miller	1	0	10	10	----	----
1993	Coshocton	do	J. M. Yarnell	1	1	28	40	----	----
1994	Covington	do	R. F. Bennett	2	0	41	40	----	----
1995	Crawfis College	Crawfis College	L. S. Lafferty	3	2	45	63	3	5
1996	Crestline	High School	H. L. McClellan	2	1	16	29	2	7
1997	Creston	do	George W. Gorhom	1	1	12	14	----	----
1998	Cumberland	do	H. F. Hancher	1	2	21	15	----	----
1999	Cuyahoga Falls	do	F. Schnell	1	2	20	40	3	0
2000	Danville	Union School	W. S. Lynch	1	0	9	10	2	3
2001	Dayton	Central High School	Charles B. Stivers	6	6	154	286	----	----
2002	Defiance	High School	Miss Kate M. Smith	1	2	9	15	1	1
2003	De Graff	Union School	Joseph Swesher	1	1	28	28	----	----
2004	Delaware	High School	Hannah M. Peirce	0	6	48	84	----	----
2005	Delphos	do	E. W. Hastings	1	1	14	20	2	1
2006	Delta	do	Miss Helen Lamert	1	1	85	42	----	----

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
....	....	....	0	0	0	0	0	0	0	0	8	9	0	0	1	1	0	0	5	2	1948
....	....	8	3	6	0	0	0	0	0	0	4	12	0	0	0	0	0	0	0	8	1949
....	....	....	5	10	0	0	0	0	0	0	8	20	3	4	3	4	0	0	2	5	1950
....	....	7	4	4	0	0	0	0	0	0	7	15	1	6	1	6	0	0	1	6	1951
....	....	5	0	0	0	0	0	0	0	0	5	6	3	2	1	9	1	5	3	3	1952
....	....	....	0	0	0	0	0	0	0	0	3	0	0	0	3	0	0	0	0	0	1953
4	4	65	5	2	0	0	0	0	0	0	16	10	4	1	5	1	0	0	6	2	1954
....	....	4	14	16	0	0	0	0	0	0	16	10	6	8	6	8	3	6	3	6	1955
....	....	15	0	0	0	0	0	0	0	0	7	23	4	11	4	11	0	0	2	13	1956
....	....	12	16	20	0	0	0	0	0	0	21	24	5	8	11	13	0	0	5	8	1957
....	....	10	10	1	0	0	0	0	0	0	9	8	10	1	10	1	3	0	0	0	1958
3	1	5	5	1	0	0	0	0	0	0	0	0	5	1	5	1	5	1	5	1	1959
....	....	....	6	1	0	0	0	0	0	0	6	2	1	0	3	1	0	0	3	0	1960
....	....	4	4	15	0	0	0	0	0	0	14	20	4	15	5	11	1	4	0	0	1961
....	....	4	4	3	0	0	0	0	0	0	5	8	5	6	7	7	0	0	3	4	1962
....	....	17	32	16	0	0	0	0	0	0	24	24	9	8	9	9	9	9	24	24	1963
....	....	10	9	16	0	0	0	0	0	0	6	16	3	0	4	5	0	0	4	5	1964
1	1	8	0	0	0	0	0	0	0	0	0	0	11	14	10	10	8	9	7	10	1965
8	5	25	60	80	0	0	3	6	1	10	40	60	15	25	20	40	15	25	15	25	1966
....	....	6	1	9	0	0	0	0	0	0	9	11	1	9	1	9	1	5	1	5	1967
1	0	....	2	2	0	0	0	0	0	0	2	4	2	2	3	2	0	0	2	2	1968
....	....	5	10	18	0	0	0	0	0	0	15	20	5	6	5	6	0	0	1	7	1969
....	....	3	4	9	0	0	0	0	0	0	7	4	4	10	5	9	0	0	0	0	1970
....	....	8	9	18	0	0	0	0	0	0	21	19	1	8	3	7	1	7	3	7	1971
6	8	5	6	5	0	0	0	0	0	0	6	9	4	3	6	3	0	0	4	2	1972
1	3	5	2	3	0	0	0	0	0	0	17	10	5	3	5	3	0	0	7	4	1973
10	12	8	2	5	0	0	0	0	0	0	8	7	6	3	10	9	6	4	8	7	1974
....	....	21	24	25	0	0	0	0	9	8	20	15	11	9	13	6	9	2	9	2	1975
....	....	8	4	3	0	0	0	0	0	0	10	6	4	3	3	3	0	0	8	10	1976
....	....	12	42	31	0	0	0	0	18	17	45	65	14	16	0	0	21	19	22	31	1977
....	....	2	0	0	0	0	0	0	0	0	5	5	4	2	3	1	0	0	5	2	1978
....	....	65	230	315	30	12	12	52	32	88	188	256	48	80	38	53	17	43	50	91	1979
351	449	101	337	336	49	6	19	63	71	89	220	247	101	102	41	46	48	53	101	102	1980
....	....	11	13	25	0	0	0	0	0	3	13	16	8	11	8	14	5	10	7	10	1981
....	....	3	0	1	0	0	0	0	1	3	8	10	1	2	1	2	0	0	1	2	1982
....	....	6	0	0	0	0	0	0	5	5	7	5	2	4	2	4	0	0	0	0	1983
....	....	153	280	558	40	80	0	0	75	50	260	520	190	385	84	781	39	78	39	78	1984
....	....	9	4	5	0	0	0	0	0	0	10	10	10	10	10	10	4	5	4	5	1985
....	....	4	12	7	0	0	0	0	0	0	9	9	3	1	1	3	0	0	1	3	1986
....	....	9	11	20	0	0	0	0	0	0	21	28	4	12	6	13	6	13	5	13	1987
....	....	4	7	7	0	0	0	0	0	0	12	10	6	7	6	3	0	0	7	8	1988
....	....	75	205	300	0	0	0	0	40	150	208	400	85	219	11	74	54	79	26	140	1989
....	....	11	3	18	0	0	0	0	0	0	5	27	3	18	0	0	0	0	5	17	1990
10	18	6	6	13	0	0	3	9	0	11	8	30	6	10	8	10	8	14	0	8	1991
....	....	4	0	0	0	0	0	0	0	0	2	4	0	2	0	2	0	0	2	2	1992
....	....	16	7	17	0	0	0	0	0	0	13	19	4	7	7	10	5	12	12	21	1993
....	....	20	24	29	0	0	0	0	0	0	8	10	8	13	8	11	7	13	8	10	1994
0	0	....	20	32	0	0	0	0	17	15	34	48	12	11	6	5	0	0	2	3	1995
....	....	7	6	12	0	0	0	0	0	0	11	16	7	12	0	0	0	0	5	11	1996
....	....	4	0	0	0	0	0	0	0	0	12	8	0	5	2	6	0	0	2	5	1997
....	....	....	0	0	0	0	0	0	0	0	10	14	3	2	10	7	0	0	0	0	1998
3	3	15	10	30	0	0	0	0	10	10	5	15	5	40	5	10	0	0	5	15	1999
....	....	....	0	0	0	0	0	0	0	0	4	6	0	0	0	0	0	0	0	0	2000
....	....	43	90	210	13	0	0	0	63	68	77	118	50	83	15	43	9	40	44	70	2001
1	0	9	4	4	0	0	0	0	1	4	6	9	3	6	6	9	0	0	6	9	2002
7	4	11	4	16	0	0	0	0	0	0	28	28	7	4	7	4	0	0	7	4	2003
....	....	28	34	80	6	6	0	0	10	15	38	60	25	45	10	20	0	0	10	30	2004
....	....	9	7	8	0	0	0	0	0	0	5	5	5	4	5	5	0	0	5	5	2005
....	....	8	0	0	0	0	0	0	0	0	14	9	1	4	2	8	0	0	1	4	2006

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	OHIO—continued.								
2007	Dennison	High School	J. C. Conway	1	1	17	25		
2008	Derby	do	Jerry Dennis	1	1	10	11	2	0
2009	Deshler	do	H. J. Gardner, M. D.	1	0	11	14	8	1
2010	Dresden	do	Miss Nellie Talbot	1	1	40	40		
2011	East Cleveland	do	W. S. Hayden	1	1	20	27	2	1
2012	Eaton	do	W. H. Wehrly	8	0	25	28	5	4
2013	Elida	do	John Davison	1	2	20	27		
2014	Elyria	do	Ida C. Allen	1	4	69	96	5	8
2015	Fairfield	do	G. A. Hubbell	1	0	2	14		
2016	Findlay	do	J. F. Smith	1	3	59	86		
2017	Forest	Union School	C. F. Zimmerman	1	0	19	26		
2018	Fort Recovery	do	J. C. Gibney	1	0	11	12	0	1
2019	Fostoria	High School	H. S. C. T. Abbott	0	2	15	27		
2020	Frankfort	do	J. M. Kay	1	0	12	16		
2021	Franklin	Union School	Hampton Bennett	2	0	21	26	4	0
2022	Frazeysburg	High School	E. E. Smock	1	0	18	17		
2023	Fredrickstown	Union School	C. W. Durbin	1	1	18	24	2	2
2024	Freeport	High School	B. W. Rowland	0	3	17	27	5	8
2025	Fremont	do	A. M. Hyde	2	1	42	78		
2026	Gahanna	do	J. Everett Holland	1	0	28	20	8	4
2027	Galena	do	M. N. Miller	1	0	18	15	10	12
2028	Galion	do	A. W. Lewis	2	1	9	31	1	0
2029	Gambier	do	W. A. Adams	1	0	10	18		
2030	Garrettsville	do	J. J. Jackson	2	0	32	39		
2031	Genoa	do	W. D. Pepple	1	0	5	8		
2032	Georgetown	do	T. J. Currey	2	0	21	23		
2033	Germantown	do	J. F. Fenton	2	0	19	22	0	1
2034	Girard	do	A. W. Kennedy	1	1	21	30		
2035	Glendale	do	Charles F. Dean	1	0	1	10		
2036	Glenville	do	H. L. Cosgrove	0	6	19	17	0	1
2037	Good Hope	do	A. F. Lyle	1	0	1	5		
2038	Grafton	Rawsonville High School.	H. M. Ebert	1	0	7	8		
2039	Granville	High School	Horace A. Stokes	1	1	30	81		
2040	Greenfield	Union High School	L. C. McGarraugh	1	2	15	54		
2041	Greenville	High School	F. M. White	2	1	36	64		
2042	Greenwich	do	G. W. Walker	2	0	23	34		
2043	Groveport	Union School	J. A. Wilcox	1	0	18	21		
2044	Hamilton	High School	W. P. Cope	2	3	64	113		
2045	Hanover	do	T. A. Edwards	1	1	19	18		
2046	Harrison	do	Charles F. Stegmaier.	1	2	14	23		
2047	Hartford	do	L. S. McCartney	1	0	5	7	4	0
2048	Hartwell	do	J. L. Trisler	1	1	22	18	2	0
2049	Harveysburg	do	N. L. Monce	1	0	12	18	1	0
2050	Hayesville	do	D. K. Andrews	1	1	18	25	1	1
2051	Hebron	do	F. E. Slabaugh	1	2	23	26		
2052	Hicksville	do	W. E. Bowman	1	1	34	36		
2053	Highland	New Lexington High School.	R. B. Barrett	1	0	17	18		
2054	Hillards	do	James H. Brown	1	1	16	14	1	2
2055	Hillsboro	do	E. G. Smith	3	1	35	65	8	0
2056	Hubbard	Central High School	L. L. Campbell	1	1	10	18	2	1
2057	Huntsville	High School	Asa Marlin	1	0	7	17		
2058	Ironton	do	L. W. Sheppard	1	3	43	93	14	16
2059	Jackson	do	John R. Smith	2	0	25	49		
2960	Jacksontown	do	Everett Beeks	1	0	14	16		
2061	Jefferson	Educational Institute	R. S. Thomas	3	3	75	60		
2062	Johnstown	High School	M. C. Smith	1	1	11	19	0	2
2063	Junction City	do	L. G. Addison	1	2	5	20		
2064	Kalida	do	H. F. Hooper	1	3	21	21	3	0
2065	Kelley's Island	do	Miss Nannie V. Hayes.	0	1	18	12		
2066	Kent	High School (dept.)	A. B. Stutzman	1	2	31	76		

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	4	0	0	0	0	0	0	0	0	8	10	7	5	5	5	0	0	0	0	2007
----	----	----	1	2	0	0	0	0	0	0	7	5	2	3	2	2	1	3	3	3	2008
0	0	6	2	1	0	0	0	0	0	0	3	3	5	1	5	1	0	0	0	0	2009
----	----	7	9	12	0	0	0	0	0	0	4	13	17	9	13	9	0	0	5	9	2010
8	3	8	12	16	2	1	0	0	0	0	8	7	3	8	6	8	4	6	8	10	2011
5	0	8	15	15	0	0	0	0	0	0	20	25	5	6	7	6	0	0	5	6	2012
15	20	----	0	0	0	0	0	0	0	0	20	14	0	0	0	0	0	0	20	27	2013
20	30	24	25	38	0	0	0	0	0	0	45	60	15	20	26	27	15	20	16	18	2014
----	----	2	0	4	0	0	0	0	0	0	2	8	0	3	0	4	0	0	0	2	2015
----	----	10	50	60	0	0	0	0	0	2	57	75	12	12	12	13	0	0	25	30	2016
----	----	5	11	10	0	0	0	0	0	0	8	10	2	5	1	6	0	0	3	7	2017
1	1	5	1	2	0	0	0	0	0	0	11	12	3	2	11	12	0	0	3	2	2018
----	----	10	12	26	0	0	0	0	0	0	7	23	7	3	0	0	3	2	1	5	2019
1	0	8	0	0	0	0	0	0	0	0	4	6	1	2	1	2	0	0	1	1	2020
----	----	9	18	22	0	0	0	0	10	18	18	20	12	20	0	0	12	18	21	26	2021
----	----	5	1	4	0	0	0	0	0	0	7	11	1	4	1	4	0	0	1	0	2022
1	0	4	12	14	2	2	0	0	0	0	15	12	5	5	0	0	0	0	7	5	2023
2	3	4	0	0	0	0	0	0	0	0	5	16	1	6	2	7	0	0	2	7	2024
----	----	18	15	35	0	0	0	0	10	15	35	55	13	7	15	25	13	7	15	25	2025
8	6	2	2	2	0	0	0	0	0	0	17	7	0	0	0	0	0	0	0	0	2026
5	7	29	9	5	0	0	0	0	0	0	10	5	5	5	5	5	0	0	5	5	2027
0	2	3	5	10	0	0	0	0	0	0	5	10	2	11	2	11	2	11	5	10	2028
----	----	----	2	3	0	0	0	0	0	0	2	3	0	0	0	0	0	0	2	3	2029
----	----	111	0	0	0	0	0	0	0	0	12	15	6	8	5	7	10	10	7	10	2030
----	----	66	1	0	0	0	0	0	0	0	4	5	1	3	1	3	0	0	1	3	2031
----	----	----	0	0	0	0	0	0	0	0	21	23	10	12	15	18	0	0	21	23	2032
1	0	5	2	21	0	0	0	0	0	0	14	26	6	14	6	16	4	11	4	11	2033
----	----	6	0	0	0	0	0	0	0	0	10	12	2	4	2	4	0	0	2	4	2034
----	----	2	1	10	0	0	0	0	0	0	0	10	0	1	0	1	0	0	1	2	2035
----	----	----	2	4	0	0	0	0	0	0	3	4	0	2	0	2	0	0	0	2	2036
----	----	----	0	0	0	0	0	0	0	0	1	5	1	4	1	4	0	0	1	4	2037
----	----	----	0	0	0	0	0	0	0	0	7	7	1	2	3	1	0	0	0	0	2038
----	----	14	7	13	0	0	0	0	0	0	16	30	6	8	6	8	0	0	10	16	2039
----	----	8	9	26	0	0	0	0	0	0	6	13	5	18	5	18	4	8	5	18	2040
----	----	9	11	31	0	0	0	0	13	17	25	47	9	21	5	4	2	8	5	4	2041
----	----	8	0	11	0	0	0	0	6	10	12	13	8	13	5	4	0	0	5	4	2042
----	----	----	5	7	0	0	0	0	0	0	8	10	0	0	2	0	7	8	0	1	2043
----	----	25	0	0	0	0	0	0	0	0	47	71	9	23	9	23	0	0	25	32	2044
----	----	1	5	0	0	0	0	0	0	0	10	5	6	0	2	0	0	0	5	2	2045
0	1	2	4	15	0	0	0	0	0	0	8	13	4	6	8	13	4	6	1	1	2046
----	----	----	3	8	0	0	0	0	0	0	4	3	0	0	0	0	0	0	0	0	2047
----	----	----	22	18	0	0	0	0	0	0	12	13	7	8	5	6	0	0	11	3	2048
----	----	----	1	5	0	0	0	0	0	0	2	7	0	0	2	7	0	0	0	0	2049
----	----	4	8	15	0	0	0	0	0	0	9	7	1	3	1	9	0	0	3	8	2050
----	----	3	0	0	0	0	0	0	0	0	14	20	5	4	6	9	0	0	14	16	2051
----	----	2	4	9	0	0	0	0	0	0	20	27	1	1	2	1	0	0	0	0	2052
----	----	----	2	15	0	0	0	0	0	0	2	13	2	15	2	18	0	0	2	15	2053
0	0	7	4	6	0	0	0	0	1	4	9	8	1	3	1	3	1	3	1	3	2054
2	3	18	19	36	7	1	0	0	0	0	7	20	14	26	9	17	5	15	9	18	2055
-- -	----	1	6	11	0	0	0	0	0	0	8	9	2	2	6	6	8	3	0	0	2056
----	----	6	1	1	0	0	0	0	0	0	3	8	0	0	3	8	0	0	2	5	2057
8	6	17	43	93	0	0	0	0	0	0	39	63	3	14	8	14	1	16	20	53	2058
3	0	9	25	49	0	0	0	0	0	0	13	35	5	11	6	12	0	0	5	5	2059
----	----	8	2	6	0	0	0	0	0	0	3	4	4	4	4	2	0	0	5	4	2060
4	6	23	5	15	0	0	0	0	10	12	10	8	6	7	7	9	0	0	12	14	2061
4	2	6	2	10	0	0	0	0	0	0	8	16	4	3	4	3	4	3	4	0	2062
----	----	4	0	4	0	0	0	0	0	0	5	11	0	4	0	4	0	0	0	4	2063
----	----	----	0	0	0	0	0	0	0	0	12	4	8	3	3	2	3	2	3	2	2064
----	----	----	0	0	0	0	0	0	0	0	6	9	6	9	18	12	0	0	3	3	2065
----	----	17	10	27	0	0	0	0	8	25	26	56	13	24	13	29	0	0	11	25	2066

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	OHIO—continued.								
2067	Kenton	High School	J. A. Culler	2	0	16	38	16	38
2068	Kingston	do	A. L. Ellis	1	2	15	20		
2069	Kingsville	do	C. A. Corbin	1	1	33	39		
2070	Kinsman	do	J. J. H. Hamilton	1	1	9	10		
2071	La Grange	do	G. A. Sorrick	1	1	10	0		
2072	Lakeside	do	H. D. Grindle	1	1	10	15	2	3
2073	Lancaster	Crawfis Institute	D. C. Arnold	3	0	35	18	2	0
2074	Lebanon	High School	Joseph F. Lukens	1	0	10	20		
2075	Leetonia	do	Julia E. March	1	1	20	25	5	0
2076	Leipsic	Union School	C. M. Lewis	1	0	15	16		
2077	Le Roy	High School (dept.)	J. R. Jameson	1	0	15	12		
2078	Lewisburg	High School	F. M. De Motte	1	0	11	10		
2079	Lexington	Union School	J. G. D. Tucker	0	3	20	21		
2080	Lima	High School	S. Steffens	1	3	42	82	4	3
2081	Lithopolis	do	E. E. Smith	1	1	28	13		
2082	Lodi	do	B. F. Hoover	2	0	31	28	2	3
2083	Logan	do	R. E. Rayman	1	2	15	47		
2084	Lorain	do	Elizabeth N. McConnell.	1	3	82	50		
2085	Loudonville	do	J. W. Scott	2	0	11	20	6	17
2086	Louisville	do	Frank Jones	1	1	13	15		
2087	Loveland	do	D. N. Cross	1	0	7	17		
2088	Lynchburg	do	Henry G. Williams	1	0	16	13	2	0
2089	McArthur	do	J. F. Horton	0	5	12	16	3	0
2090	McComb	do	C. M. Milroy	1	0	14	24		
2091	McConnelsville	do	W. M. Wikoff	2	0	23	38	0	2
2092	Macksburg	do	Frank P. Wheeler	0	3	12	20		
2093	Madisonville	do	F. P. Dyer	1	1	31	33		
2094	Malvern	do	J. E. Finefrock	1	2	23	27		
2095	Manchester	do	J. W. Jones	2	0	27	27		
2096	Mansfield	do	Miss Emma Paddock.	1	5	47	116		
2097	Marengo	Special High School	E. W. Green	1	0	6	8		
2098	Marietta	High School	W. W. Boyd	1	2	8	100	0	5
2199	Marlboro	do	W. S. Jones	1	0	7	5		
2100	Martins Ferry	do	J. A. Bownocker	1	1	20	16		
2101	Martinsville	do	R. B. Fairley	0	2	9	8		
2102	Marysville	do	L. A. Demorest.	1	2	30	45	7	5
2103	Mechanicsburg	do	J. M. Mulford	1	2	43	34		
2104	Medina	do	J. R. Kennan	1	2	41	43	5	0
2105	Middleport	do	Wm. P. Stewart	1	0	21	19		
2106	Middletown	do	B. B. Harlan	0	2	28	39		
2107	Milan	do	W. G. Scroggie	1	1	22	19	11	3
2108	Milford Center	Union School	W. H. Sidebottom	1	0	16	14		
2109	Millersport	High School	Jesse W. Snider	1	0	5	9		
2110	Monroe	do	Wilbur N. Mason	1	0	12	4		
2111	Moscow	do	A. G. Turnipseed	1	0	18	17		
2112	Mount Blanchard	do	D. A. Sharp	1	0	4	6	1	0
2113	Mount Gilead	Union School	M. W. Spear	1	1	28	32		
2114	Mount Pleasant	do	William M. White	1	2	14	20		
2115	Mount Sterling	do	John Miller	1	0	10	26		
2116	Mount Vernon	High School	John K. Baxter	3	2	51	99	10	15
2117	Napoleon	Union School	F. J. Beck	2	1	30	36	5	6
2118	Nelsonville	High School	F. S. Coultrap	0	2	17	42		
2119	Nevada	do	George Rossiter	1	1	6	7		
2120	Newark	do	S. E. Swartz	2	4	40	70		
2121	New Bremen	do	K. Von der Maaten	1	0	17	11		
2122	New Carlisle	do	Granville Ort	2	0	10	12		
2123	New Holland	do	C. L. Thomas	0	3	9	19	1	1
2124	New Lexington	do	James C. Fowler	0	2	12	24	3	1
2125	New Lisbon	do	Miss Marion Jordan.	1	1	15	40		
2126	New Paris	do	F. S. Alley	1	0	10	15		
2127	New Richmond	do	Mrs. W. A. Davis	1	1	12	20	1	1

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing— Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	10	16	38	2	0	0	0	0	0	6	18	5	12	2	8	0	0	6	18	2067
----	----	----	3	3	0	0	0	0	0	0	8	10	2	1	2	1	0	0	0	0	2068
----	----	1	9	8	0	0	0	0	0	0	11	19	8	4	8	7	0	0	6	7	2069
----	----	8	2	3	0	0	0	0	0	0	4	6	3	2	0	0	0	0	0	2	2070
----	----	----	0	0	0	9	0	0	0	0	10	0	0	0	5	0	0	0	0	0	2071
----	----	----	9	12	0	0	0	0	0	3	9	14	3	3	0	0	0	0	0	2	2072
1	0	9	3	3	0	0	0	0	0	0	15	7	5	2	3	1	1	3	8	0	2073
----	----	3	9	17	0	0	0	0	0	0	7	14	2	3	9	20	9	20	10	20	2074
2	0	10	10	10	0	0	0	0	0	0	8	12	5	5	5	7	5	5	9	5	2075
----	----	----	6	2	0	0	0	0	0	0	7	8	5	0	2	0	0	0	2	8	2076
----	----	----	4	5	0	0	0	0	0	0	4	3	0	0	2	2	0	0	1	3	2077
----	----	2	0	0	0	0	0	0	0	0	8	7	5	6	0	2	0	0	0	0	2078
----	----	----	1	6	0	0	0	0	0	0	11	18	6	1	6	1	0	0	0	0	2079
----	----	9	20	49	0	0	0	0	10	21	33	70	16	22	8	7	0	10	8	9	2080
----	----	----	3	2	0	0	0	0	0	0	12	6	2	4	3	2	0	0	1	3	2081
----	----	5	2	0	0	0	0	0	0	0	15	15	3	2	4	8	0	0	3	2	2082
----	----	15	15	15	0	0	0	0	0	0	15	12	13	4	13	4	13	4	13	4	2083
----	----	7	13	26	0	0	0	0	21	39	21	18	9	9	11	11	5	4	10	12	2084
----	----	4	8	10	0	0	0	0	2	7	9	17	3	5	4	7	0	0	3	5	2085
----	----	6	0	0	0	0	0	0	0	0	13	8	0	7	0	7	0	7	0	0	2086
----	----	1	0	14	0	0	0	0	0	0	7	13	0	2	0	2	0	0	0	2	2087
1	0	6	0	0	0	0	0	0	0	0	6	6	0	0	3	7	0	0	0	7	2088
----	----	6	5	0	0	0	0	0	0	0	6	9	8	4	4	0	4	4	2	9	2089
----	----	5	6	10	0	0	0	0	0	0	3	4	4	5	3	4	0	0	3	4	2090
----	----	11	3	0	0	0	0	0	0	0	21	26	8	9	6	4	3	8	8	9	2091
----	----	7	0	0	0	0	0	0	0	0	6	8	4	8	0	0	0	0	3	8	2092
3	4	5	31	33	0	0	0	0	0	0	19	17	7	16	4	5	6	7	23	28	2093
----	----	----	0	0	0	0	0	0	0	0	15	17	0	0	5	6	0	0	0	0	2094
----	----	14	18	20	0	0	0	0	0	0	20	22	8	6	12	12	12	12	12	12	2095
----	----	21	22	44	0	0	0	0	8	40	40	80	20	47	18	28	5	16	8	24	2096
----	----	----	3	7	0	0	0	0	0	0	4	1	2	1	2	1	0	0	2	1	2097
0	5	14	0	40	0	0	0	10	8	20	7	23	1	29	1	25	0	15	7	23	2098
2	0	----	0	0	0	0	0	0	0	0	4	3	3	0	0	0	0	0	2	2	2199
----	----	8	6	6	0	0	0	0	4	4	8	8	5	8	3	5	0	0	2	5	2100
----	----	6	4	2	0	0	0	0	0	0	8	4	4	2	2	1	0	0	2	1	2101
----	----	24	30	45	7	4	0	0	0	0	20	15	8	12	8	12	8	12	10	15	2102
----	----	9	12	25	0	0	0	0	2	0	20	27	8	9	15	8	5	6	0	0	2103
4	3	15	7	11	5	0	0	0	10	12	24	22	16	19	9	12	0	0	15	17	2104
----	----	7	21	19	0	0	0	0	0	0	21	19	2	1	2	5	0	0	3	5	2105
----	----	----	20	35	0	0	0	0	6	10	20	27	15	18	8	12	0	0	20	20	2106
8	10	3	9	9	0	0	0	0	0	0	14	12	6	5	16	13	0	0	16	13	2107
----	----	8	0	0	0	0	0	0	7	12	16	14	2	7	2	7	0	0	2	7	2108
----	----	2	0	2	0	9	0	0	0	0	5	9	1	0	0	0	0	0	3	1	2109
----	----	2	12	4	0	0	0	0	0	0	10	2	6	1	0	0	0	0	12	4	2110
----	----	4	4	8	0	0	0	0	0	0	18	11	4	3	3	0	0	0	0	0	2111
----	----	6	4	6	0	0	0	0	0	0	4	6	1	5	4	6	0	0	4	6	2112
----	----	15	24	26	0	0	0	0	0	0	12	18	10	11	5	6	5	5	5	15	2113
----	----	8	7	10	0	0	0	0	0	0	9	16	7	10	7	10	4	4	0	0	2114
----	----	3	3	5	0	0	0	0	4	15	9	24	1	12	0	11	0	0	0	2	2115
----	----	29	18	28	2	0	0	0	0	0	30	40	22	36	10	20	8	15	30	44	2116
2	4	10	10	15	0	0	0	0	0	0	8	15	8	15	3	4	0	0	6	10	2117
----	----	12	3	22	0	0	0	0	0	0	17	42	1	12	0	0	1	12	0	0	2118
----	----	3	0	4	0	0	0	0	0	0	6	7	4	1	4	2	0	0	2	3	2119
----	----	----	20	35	0	0	0	0	20	36	40	70	15	30	15	30	10	20	8	22	2120
----	----	7	0	0	0	0	0	0	17	11	17	11	4	3	8	5	0	0	9	3	2121
----	----	4	7	12	0	0	0	0	0	0	4	10	0	7	4	0	0	0	0	7	2122
1	0	6	3	19	0	0	0	0	0	0	4	16	3	3	3	6	0	0	3	7	2123
----	----	5	0	0	0	0	0	0	0	0	12	24	4	6	3	7	0	0	4	8	2124
----	----	----	4	20	0	0	0	0	0	0	5	10	5	12	3	12	2	1	8	12	2125
----	----	10	0	0	0	0	0	0	0	0	8	14	6	4	4	6	0	0	6	5	2126
2	3	5	5	14	0	0	0	0	0	0	9	7	5	11	3	11	0	0	12	25	2127

TABLE 6—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	OHIO—continued.								
2128	New Straitsville	High School	C. L. Williams	1	0	5	16	....	....
2129	New Vienna	do	Frank H. Roberts.	1	1	8	9	....	....
2130	New Washington	do	J. F. Kimerline	2	0	14	18	1	2
2131	Niles	do	Lida Baldwin	1	1	8	17	....	....
2132	North Amherst	do	M. Lamberton	1	1	18	32	....	....
2133	North Baltimore	do	W. M. Waltermire	1	0	15	39	....	....
2134	North Livingsburg.	do	B. F. Finkel	2	0	2	6	2	4
2135	Oak Harbor	do	George H. Withey.	1	1	20	14	....	....
2136	Oberlin	do	Miss Grace Leavitte.	1	3	74	91	....	....
2137	Orrville	do	J. L. Wright	1	0	12	22	....	....
2138	Orwell	Normal Institute	F. E. Morrison	0	2	7	12	0	1
2139	Osborn	High School	S. S. Gabriel	1	1	8	14	7	11
2140	Ostrander	do	J. W. Cross	1	1	9	12	2	2
2141	Oxford	do	W. H. Stewart	1	2	33	35	....	....
2142	Payne	do	F. Livingood	1	0	5	7	....	....
2143	Perrysburg	do	I. N. Saddler	1	1	27	31	....	....
2144	Perrysville	do	D. P. Fulmer	2	1	3	8	....	....
2145	Pickerington	do	E. E. Arnold	0	1	18	16	5	4
2146	Pierport	do	D. G. Hurlburt	0	1	19	11	....	....
2147	Piqua	do	Mary E. Hall	1	1	22	67	7	2
2148	Plain City	do	Geo. A. Chambers.	1	0	17	26	1	2
2149	Pleasant Hill	do	C. H. Teach	1	0	5	7	....	....
2150	Port Clinton	do	James McInnis	1	1	20	29	....	....
2151	Portsmouth	do	Miss Emily Ball	2	3	42	92	....	....
2152	Put in Bay	do	J. C. Oldt	1	0	2	4	....	....
2153	Quaker City	do	Alva B. Hall	2	0	20	31	....	....
2154	Ravenna	do	W. C. Van Ness	3	2	22	52	....	....
2155	Reynoldsburg	do	D. J. Snyder	1	1	19	15	....	....
2156	Richwood	do	J. W. Simon	1	1	7	20	1	0
2157	Ripley	Union School	Isaac Mitchell	2	0	25	30	....	....
2158	Rock Creek	High School	A. A. Prentice, B.S.	2	0	20	40	....	....
2159	Roseville	do	John A. Williams.	1	0	18	29	....	....
2160	Rushsylvania	do	Robert R. Oder	1	0	14	16	....	....
2161	Sabina	Special School	W. J. Sewell	1	0	12	21	....	....
2162	St. Clairsville	High School	George Rossiter, superintendent.	0	5	20	30	....	....
2163	St. Marys	do	Miss Harriet E. Day.	1	3	16	48	....	....
2164	St. Paris	do	L. I. Morse	1	1	25	25	2	3
2165	Salem	do	Frank R. Dyer	1	2	56	65	40	20
2166	Salineville	Union School	R. S. Baker	1	1	10	8	3	1
2167	Sandusky	High School	Lucius Alvin Hine	2	4	42	94	....	....
2168	do	do	C. C. Miller, superintendent.	2	3	59	92	19	20
2169	Scott	Union School	Perry Fosteraught	1	0	3	6	....	....
2170	Seville	High School	J. A. Lowrie	0	1	10	8	....	....
2171	Shaucks	Johnsville High School.	F. S. Pottinger	1	0	6	7	7	4
2172	Shelby	High school	C. H. Handley	2	6	21	40	....	....
2173	Shiloh	do	F. B. Weaver	2	0	25	36	....	....
2174	Sidney	do	Ida Haslup	3	2	47	66	4	7
2175	South Charleston.	do	E. M. Van Cleve	1	1	13	22	....	....
2176	Sparta	do	B. F. Junkins	2	1	16	14	....	....
2177	Spencerville	do	N. H. Stulls	0	6	23	29	....	....
2178	Springfield	do	William H. Weir	4	2	55	123	....	....
2179	Spring Valley	do	S. E. Pearson	1	0	3	11	....	....
2180	Steubenville	do	E. W. Matthews	2	3	55	81	7	0
2181	Stockport	Special School	F. M. Gill	1	0	13	28	3	1
2182	Summerfield	High School	John R. Franklin	1	0	14	10	....	....
2183	Sunbury	do	Walter W. Storms	1	0	16	18	6	8

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	----	5	16	0	0	0	0	0	0	5	16	0	0	5	16	0	0	5	16	2128
----	----	2	5	5	0	6	0	0	0	0	6	5	5	9	4	5	0	0	4	1	2129
2	3	6	3	4	0	0	0	0	6	8	7	7	3	4	3	4	0	0	0	0	2130
----	----	13	5	15	0	0	0	0	0	0	8	13	5	14	2	6	0	0	0	0	2131
----	----	15	0	0	0	0	0	0	2	6	18	32	5	11	4	0	0	0	7	7	2132
----	----	9	2	8	0	0	0	0	0	0	15	36	4	9	2	7	0	0	4	9	2133
----	----	----	1	5	0	0	0	0	0	0	2	6	1	2	0	0	0	0	3	6	2134
----	----	31	16	14	0	0	0	0	10	6	20	4	7	4	7	4	0	0	10	6	2135
----	----	24	71	84	16	10	0	0	0	0	52	61	20	24	20	22	0	0	16	19	2136
----	----	5	0	0	0	0	0	0	0	0	8	18	1	4	10	5	0	0	1	4	2137
----	----	----	0	4	0	0	0	0	0	0	7	12	0	0	0	0	0	0	0	0	2138
2	1	2	5	4	0	0	0	0	0	0	8	13	1	3	2	3	0	0	0	0	2139
----	----	----	6	9	0	0	0	0	0	0	9	12	3	5	3	5	0	0	9	12	2140
----	----	17	32	31	0	0	0	0	11	3	14	16	12	14	12	14	0	0	33	35	2141
----	----	1	0	0	0	0	0	0	0	0	4	7	0	0	1	4	0	0	1	0	2142
----	----	63	15	25	0	0	0	0	12	20	15	20	3	9	8	12	0	0	7	8	2143
----	----	6	3	8	0	0	0	0	0	0	3	8	2	4	2	4	0	0	2	4	2144
6	7	6	5	4	0	0	0	0	6	7	8	2	4	3	6	4	0	0	7	8	2145
----	----	----	3	0	0	0	0	0	0	0	8	8	4	3	0	0	0	0	0	0	2146
----	---	6	32	66	4	0	0	0	0	0	15	28	12	22	4	16	4	16	10	20	2147
1	0	----	14	26	0	0	0	0	0	0	15	24	2	2	6	11	0	0	6	8	2148
----	----	7	0	0	0	0	0	0	0	0	1	7	3	4	3	4	0	0	3	4	2149
----	----	3	4	6	0	0	0	0	0	0	6	9	5	6	4	1	0	0	5	6	2150
----	----	17	29	64	0	0	0	0	9	28	27	60	37	74	9	12	11	14	41	85	2151
----	----	----	0	0	0	0	0	0	2	4	0	4	0	0	2	4	0	0	0	0	2152
----	----	11	0	0	0	0	0	0	0	0	12	17	12	17	12	17	0	0	8	8	2153
----	----	14	8	23	0	0	0	0	0	0	16	39	4	12	4	17	0	0	4	14	2154
----	----	11	16	15	0	3	0	0	0	0	79	9	8	5	10	10	5	4	3	8	2155
----	----	5	7	20	0	0	0	0	0	0	1	5	5	10	5	10	0	0	5	10	2156
----	----	----	10	12	0	0	0	0	0	0	22	30	1	9	10	12	1	9	12	16	2157
----	----	----	3	3	0	0	0	0	0	0	7	6	7	6	7	6	0	0	0	0	2158
----	----	----	0	0	0	0	0	0	0	0	8	21	2	5	3	3	0	0	12	20	2159
----	----	----	2	3	0	0	0	0	0	0	2	3	2	3	3	4	0	0	0	0	2160
----	----	23	4	9	0	0	0	0	0	0	8	13	1	4	5	4	1	3	0	0	2161
----	----	----	8	2	0	0	0	0	0	0	8	18	6	10	10	4	0	0	6	10	2162
0	3	7	0	5	0	0	0	0	1	0	2	5	0	1	0	5	1	3	4	11	2163
7	3	7	7	15	0	0	0	0	0	0	14	12	3	5	5	5	0	0	3	5	2164
0	0	13	7	44	0	0	0	0	0	0	30	50	22	26	22	26	4	8	12	15	2165
4	0	----	0	0	0	0	0	0	0	0	10	8	0	0	4	0	0	0	0	0	2166
----	----	20	21	30	0	0	0	0	2	20	30	58	9	17	17	23	16	20	25	19	2167
15	10	20	30	45	0	0	0	0	59	92	45	75	25	35	15	25	11	24	9	16	2168
3	5	----	0	1	0	0	0	0	0	0	3	6	0	1	0	1	0	0	0	1	2169
----	----	3	3	6	0	0	0	6	0	0	10	8	2	1	2	1	0	0	3	1	2170
2	0	3	4	5	0	0	0	0	0	0	4	6	3	2	3	4	0	0	3	2	2171
----	----	----	8	16	0	0	0	0	0	0	17	30	0	0	0	0	0	0	3	7	2172
----	----	3	9	12	0	0	0	0	0	0	9	12	4	7	4	7	4	7	4	7	2173
----	----	16	16	33	4	7	0	0	0	0	34	43	20	35	12	15	10	20	34	30	2174
----	----	6	13	22	0	0	0	0	0	0	10	16	3	6	3	6	0	0	5	4	2175
----	----	7	7	6	0	0	0	0	0	0	10	8	6	1	7	6	0	0	6	2	2176
----	----	12	7	9	0	0	0	0	0	0	23	29	23	29	23	29	0	0	23	29	2177
----	----	27	27	62	0	0	0	0	5	31	34	65	15	34	17	34	6	5	14	34	2178
----	----	5	0	2	0	0	0	0	5	0	3	11	0	0	3	0	0	0	3	0	2179
4	3	24	20	16	0	0	0	0	1	1	35	48	28	13	33	39	19	13	0	0	2180
----	----	10	3	3	0	0	0	0	0	0	10	20	12	7	10	5	0	0	3	3	2181
----	----	1	0	0	0	0	0	0	0	0	12	9	2	2	0	0	0	0	0	1	2182
5	0	6	9	12	0	0	0	0	0	0	4	6	4	0	4	1	3	3	2	6	2183

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	OHIO—continued.								
2184	Tallmadge	Central High School	Anna M. Nutting	0	1	11	13	....	....
2185	Tarlton	High School	George W. Tooill	1	0	13	9	....	....
2186	Terre Haute	Madriver Township High School.	Samuel S. Neff	1	0	10	4	2	1
2187	Tiffin	High School	C. A. Krout	3	1	26	96	....	....
2188	Tippecanoe	do	J. T. Bartmess	1	1	22	25	....	....
2189	Toledo	do	H. C. Adams	4	8	138	276	....	....
2190	Troy	do	Aron Grady	2	2	36	37	5	5
2191	Uhrichsville	do	R. B. Smith	1	1	19	41	....	....
2192	Unionville Center.	do	F. M. Cosner	1	0	6	7	2	1
2193	Upper Sandusky	do	W. A. Baker	1	0	14	27	....	....
2194	Urbana	do	William McK. Vance.	1	1	34	51	5	12
2195	Utica	do	I. C. Guinther	1	1	15	20	....	....
2196	Van Buren	do	J. Sherman Beck	1	0	4	5	....	....
2197	Vanlue	do	L. E. Huston	1	0	21	2	....	....
2198	Vermillion	do	J. O. Versoy	1	0	19	10	....	....
2299	Versailles	do	W. F. Allgire	0	2	27	25	1	0
2200	Wadsworth	do	F. M. Plank	2	1	23	34	5	6
2201	Warren	do	C. P. Lynch	3	1	50	75	5	5
2202	Waterville	do	F. B. Pinkerton	1	0	4	6	....	....
2203	Waverly	do	James H. Douglas	2	0	20	30	....	....
2204	Wellington	do	Alma Sprague	1	3	62	60	6	4
2205	West Alexandria	do	C. O. Howell	1	0	18	7	2	0
2206	Westerville	do	T. M. Fouts	2	0	24	23	....	....
2207	West Liberty	do	J. M. Reason	2	0	17	11	....	....
2208	West Milton	do	W. W. Evans	1	0	8	5	....	....
2209	Weston	do	Geo. E. Ryan	1	0	5	15	....	....
2210	West Salem	do	D. F. Mock	1	0	37	30	....	....
2211	West Union	do	Albert C. Hood	1	1	14	20	1	0
2212	Westwood	do	S. T. Logan	1	1	13	11	....	....
2213	Williamsburg	do	G. W. Felter	1	0	8	6	3	5
2214	Williamsport	do	E. B. Wilson	1	0	10	9	....	....
2215	Willoughby	do	J. C. Barney	1	3	14	34	1	1
2216	Willshire	do	U. G. Denman	1	0	15	17	....	....
2217	Wilmington	do	E. B. Stiles	2	0	28	40	....	....
2218	Winchester	do	John Rea	1	0	9	14	....	....
2219	Winesberg	do	R. H. Sunkle	1	1	23	24	....	....
2220	Woodsfield	do	E. B. Thomas	1	0	18	17	2	0
2221	Woodstock	do	George Waite	1	0	2	14	....	....
2222	Wooster	do	Jane A. Boyd	0	5	59	127	....	....
2223	Worthington	do	C. J. Showalter	1	1	10	14	....	....
2224	Wyoming	do	C. S. Fay	1	2	27	53	....	....
2225	Xenia	do	G. J. Graham	3	3	60	93	....	....
2226	Yellow Springs	do	A. D. Snively	1	0	10	20	....	....
2227	Youngstown	Ryan High School	B. M. Hill	2	3	60	123	....	....
2228	Zaleski	High School	C. J. Biery	1	0	9	7	0	2
2229	Zanesfield	do	J. F. Haas	1	0	8	15	....	....
2230	Zanesville	do	W. M. Townsend	2	6	94	171	8	2
	OREGON.								
2231	Ashland	High School	P. A. Getz	1	1	15	35	1	0
2232	Astoria	do	M. L. Pratt	1	1	10	20	....	....
2233	Baker City	do	Herbert Kittredge	2	0	21	22	....	....
2234	East Portland	do	R. F. Robinson	1	2	26	44	....	....
2235	Grant's Pass	do	Henry L. Benson	1	1	18	22	....	....
2236	Heppner	do	A. W. Wier	1	0	23	13	....	....
2237	Pendleton	do	W. L. German	1	0	6	6	....	....
2238	Portland	do	F. G. Young	3	4	84	185	2	0
2239	Union	do	B. H. Moore	1	0	8	13	....	....

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	8	3	3	0	0	0	0	0	0	4	10	3	8	2	2	0	0	4	3	2184
----	----	6	1	3	0	0	0	0	0	0	13	8	1	4	1	4	0	0	13	5	2185
----	----	24	0	0	0	0	0	0	0	0	10	4	0	0	0	0	0	0	10	4	2186
----	----	60	9	20	0	0	0	0	6	12	5	25	6	12	6	12	1	22	6	12	2187
----	----	81	9	7	0	0	0	0	0	0	5	8	5	2	5	4	5	4	5	2	2188
----	----	14	52	44	6	4	4	70	75	105	70	125	38	68	34	66	19	48	30	48	2189
1	0	16	32	36	4	0	0	0	3	2	14	15	8	9	5	9	6	9	5	5	2190
----	----	2	0	0	0	0	0	0	0	0	13	25	3	13	3	13	0	0	0	0	2191
----	----	10	2	1	0	0	0	0	0	0	6	7	1	0	0	0	0	0	0	0	2192
----	----	29	5	10	0	0	0	0	0	0	8	9	3	8	3	7	0	0	4	7	2193
4	0	5	11	16	0	0	0	5	0	0	13	14	6	15	13	14	13	18	12	18	2194
----	----	----	2	3	0	0	0	0	0	0	7	8	3	4	5	4	0	0	7	8	2195
----	----	----	0	0	0	0	0	0	0	0	4	5	1	3	1	3	0	0	0	0	2196
----	----	3	0	0	0	0	0	0	0	0	5	2	5	0	3	0	0	0	7	2	2197
----	----	----	1	4	0	0	0	0	0	0	1	9	1	2	4	3	0	0	4	3	2198
----	----	8	0	0	0	0	0	0	0	0	12	9	15	16	8	3	0	0	5	4	2199
----	----	15	8	14	0	0	0	0	0	0	14	23	8	14	8	14	8	14	6	9	2200
10	0	11	50	75	2	3	0	0	5	8	30	55	30	55	10	8	10	5	10	8	2201
----	----	1	0	0	0	0	0	0	0	0	4	6	0	1	0	3	0	0	0	1	2202
----	----	3	5	7	0	0	0	0	5	0	5	5	3	4	5	7	0	0	5	7	2203
3	4	16	20	30	0	0	0	0	0	0	25	25	15	15	17	10	9	10	12	15	2204
----	----	4	0	0	0	0	0	0	0	0	14	5	5	3	5	3	0	0	0	0	2205
----	----	12	14	15	0	0	0	0	6	6	10	7	0	0	0	0	0	0	0	0	2206
----	----	2	8	4	0	0	0	0	0	0	8	8	4	3	6	3	0	0	4	1	2207
----	----	6	6	2	0	0	0	0	0	0	8	5	6	4	9	2	0	0	0	0	2208
----	----	2	0	0	0	0	0	0	0	0	4	4	0	3	0	7	0	0	1	5	2209
2	2	4	18	16	0	0	0	0	0	0	19	17	5	0	6	0	0	0	6	2	2210
----	----	----	10	10	0	0	0	0	0	0	14	20	5	5	0	0	0	0	7	8	2211
----	----	4	14	10	0	0	0	0	8	2	24	10	5	1	0	0	0	0	5	1	2212
3	5	8	0	0	0	0	0	0	0	0	3	4	3	5	3	5	0	0	2	2	2213
----	----	5	0	0	0	0	0	0	0	0	10	9	2	4	2	4	0	0	0	0	2214
6	17	11	6	26	1	1	0	0	0	0	0	18	3	4	4	6	4	7	1	2	2215
----	----	----	0	0	0	0	0	0	0	0	4	8	0	0	0	0	0	0	15	17	2216
----	----	15	28	40	5	2	0	0	0	0	12	17	12	12	12	12	12	12	12	17	2217
----	----	----	0	7	0	0	0	0	0	0	9	14	0	2	0	0	0	0	0	0	2218
----	----	----	0	0	0	0	0	0	21	23	4	2	2	0	0	0	0	0	1	2	2219
1	0	6	4	4	0	0	0	0	3	0	14	14	5	2	0	0	2	1	5	2	2220
----	----	----	2	10	0	0	0	0	0	0	2	10	0	0	2	10	0	0	0	0	2221
----	----	45	38	78	7	7	0	0	9	37	40	81	16	36	10	22	7	6	9	28	2222
----	----	4	10	14	0	0	0	0	0	0	10	14	0	5	0	5	0	4	7	8	2223
----	----	5	23	49	2	0	0	0	0	0	20	37	18	25	7	11	2	4	11	14	2224
----	----	----	45	55	0	0	0	0	15	33	48	67	30	33	18	28	11	18	17	28	2225
----	----	----	8	17	0	0	0	0	0	0	7	19	0	0	0	0	0	0	0	0	2226
----	----	23	54	109	5	7	0	0	10	12	40	63	11	27	4	7	12	23	5	18	2227
2	0	5	0	1	0	0	0	0	0	0	9	7	4	1	0	0	0	0	0	0	2228
----	----	4	0	0	0	0	0	0	0	0	7	10	2	3	2	4	0	0	4	2	2229
----	----	25	69	105	10	5	0	0	17	28	25	45	18	30	18	30	18	30	25	45	2230
0	1	3	3	5	0	0	0	0	0	6	14	18	4	12	4	12	3	5	1	6	2231
4	6	----	0	0	0	0	0	0	0	0	10	20	8	12	10	20	8	12	10	20	2232
----	----	4	0	0	0	0	0	0	0	0	20	14	5	1	5	1	1	8	5	1	2233
----	----	5	0	0	0	0	0	0	0	0	14	22	7	9	5	2	0	0	9	13	2234
----	----	4	5	6	0	0	0	0	0	0	18	22	18	22	18	22	18	22	18	22	2235
.....	----	----	0	0	0	0	0	0	0	0	10	4	0	0	0	0	0	0	10	4	2236
----	----	----	0	0	0	0	0	0	0	0	6	6	0	0	0	0	0	0	6	6	2237
2	1	35	45	39	0	0	0	0	16	80	29	53	23	9	12	10	4	12	40	70	2238
----	----	----	0	0	0	0	0	0	0	0	3	13	0	0	0	0	0	0	3	13	2239

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	PENNSYLVANIA.								
2240	Allegheny	High School	W. H. Dodds	6	5	115	150	----	----
2241	Allentown	do	F. D. Raub	2	3	70	118	----	----
2242	Altoona	do	J. G. Schucker	1	4	38	100	----	----
2243	Ambler	do	A. H. Manderbach	0	1	38	43	2	2
2244	Archbald	do	R. N. Davis	1	0	3	18	----	----
2215	Ashbourne	Cheltenham High School.	Milton C. Cooper	0	4	12	10	----	----
2246	Ashland	High School	S. H Clair	2	1	23	45	----	----
2247	Bangor	do	A. J. Devereaux	2	0	18	34	2	3
2248	Beaver	do	W. J. Alexander, A. M.	2	1	8	17	----	----
2249	Bedford	do	Irving A. Heikes	1	1	18	26	----	----
2250	Bernville	do	Michael A. Gruber	1	0	10	4	1	0
2251	Berwick	do	Ewd. X. Richardson	2	0	27	35	3	0
2252	Bethlehem	do	C. T Bender	1	0	3	5	----	----
2253	Birdsborough	do	H. G. Hunter A. M.	1	0	12	27	----	----
2254	Bismarck	Central High School	J. B. Batdorf	1	0	20	18	----	----
2255	Blairsville	High School	George W. Innes	1	0	21	21	----	----
2256	Bloomsburg	do	J. F. Harkins	2	0	33	33	----	----
2257	Bradford	do	F. A. Ross	0	3	27	72	----	----
2285	Bridgeport	do	Anna E. Barrett	0	1	5	10	----	----
2259	Brookville	do	T. B. Galbraith	2	0	10	11	----	----
2260	Butler	do	L. L. Fleeger	1	2	18	28	----	----
2261	Cambridgeboro	Union School	Charles F. Chamberlain.	0	4	25	30	4	4
2262	Carbondale	High School	H. J. Holkenberry	2	0	11	19		
2263	Carlisle	High School (colored)	D. M. C. Gring	1	0	9	17	----	----
2264	do	High School	Mary Landis	1	1	39	42	----	----
2265	Carmichael's	Green Academy	W M. Nickeson	1	0	5	5	2	0
2266	Catasauqua	High School	T. W. Bevan	2	0	12	16	1	0
2267	Catawissa	do	John F. L. Morris	1	1	10	13	----	----
2268	Centralia	do	W. W. Heffner	1	0	7	3	----	----
2269	Centre Hall	Academy	H. C. Rothrock	1	1	10	8	1	1
2270	Chambersburg	High School	Samuel Gelivix	1	3	36	79	----	----
2271	do	High School (girls)	Miss S. A. Reynolds.	0	2	0	75	----	----
2272	Chester	High School	Thomas S. Cole	1	2	22	52	----	----
2273	Cochranton	High School (dept.)	S. C. Humes	1	0	15	19	----	----
2274	Columbia	High School	Mary Welsh	0	2	21	42	3	0
2275	Conneautville	Union School	R. L. Arnold	1	1	30	33	----	----
2276	Connellsville	High School	John S. Christy	2	0	7	9	----	----
2277	Conshohocken	do	J. K. Harley	1	1	16	25	----	----
2278	Coopersburg	do	Alvin Rupp	1	0	8	9	----	----
2279	Corry	do	Miss Alline M. Skinner.	1	2	17	37	----	----
2280	Coudersport	do	Wm. F. Du Bois	0	3	30	18	3	0
2281	Duncannon	do	S. S. Willard	1	0	18	9	----	----
2282	Dunmore	do	B. T. Mooney	0	2	7	16	----	----
2283	East Mauch Chunk.	do	G. W. Hemminger	1	0	6	12	----	----
2284	Easton	do	Benjamin F. Sandt	3	3	68	113	18	1
2285	Easton (south)	do	A. J. La Barre	2	0	11	35	1	0
2286	East Stroudsburg.	do	J. J. Unger	1	0	7	3	----	----
2287	Elizabethville	do	D. H. Romberger	1	1	8	6	3	0
2288	Emlenton	do	W. W. Fell	1	1	6	27	----	----
2289	Emporium	do	Harry F. Stouffer	1	1	18	33	----	----
2290	Erie	do	John C. Diehl	5	4	99	202	----	----
2291	Everett	do	E. E. McCurdy	2	0	4	14	0	2
2292	Fleetwood	do	Eli M. Rapp	1	3	18	12	----	----
2293	Franklin	do	Chas. E. Lord	2	0	37	77	2	1
2294	Gettysburg	do	D. Webster Baker	1	0	8	15	----	----
2295	Girard	do	A. H. Wiard	1	0	6	12	----	----
2296	Great Bend	do	E. D. Bovard	0	4	10	20	4	6

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	33	80	134	0	0	0	0	0	0	90	119	6	15	6	15	0	0	70	98	2240
----	----	34	35	58	35	0	0	0	56	98	56	98	14	20	14	20	21	38	35	60	2241
----	----	12	28	50	12	2	0	0	10	50	30	80	9	25	1	9	0	0	0	0	2242
----	----	----	0	0	0	0	0	0	6	11	3	10	3	10	0	0	0	0	2	10	2243
----	----	15	3	18	0	0	0	0	0	0	3	18	3	18	3	18	0	0	3	18	2244
1	0	3	12	10	0	0	0	0	0	0	12	10	12	10	12	10	0	0	0	0	2245
----	----	11	0	0	0	0	0	0	0	0	23	45	14	16	6	5	0	0	14	16	2246
----	----	10	6	10	0	0	0	0	0	0	11	22	5	5	9	14	0	0	5	5	2247
----	----	8	8	17	0	0	0	0	0	12	3	5	3	5	0	0	4	9	8	15	2248
----	----	3	10	11	0	0	0	0	0	0	13	20	2	10	0	4	0	0	0	4	2249
----	----	----	4	2	0	0	0	0	0	0	10	4	1	0	0	0	0	0	0	0	2250
----	----	13	11	9	2	0	0	0	0	0	19	21	12	10	7	9	5	6	0	0	2251
----	----	----	0	0	0	0	0	0	0	0	3	5	3	5	0	0	0	0	3	5	2252
----	----	7	2	1	0	0	0	0	2	12	4	14	0	6	0	6	2	0	0	6	2253
----	----	5	1	3	0	0	0	0	0	0	10	4	5	2	5	2	0	0	5	2	2254
----	----	14	2	2	0	0	0	0	0	0	10	10	10	10	10	10	0	0	10	10	2255
3	0	2	10	16	0	0	0	0	0	0	33	33	14	15	6	4	0	0	0	0	2256
----	----	16	19	28	0	0	0	0	0	0	21	28	4	24	17	26	0	0	17	26	2257
----	----	5	1	6	0	0	0	0	0	0	5	10	1	6	9	0	0	0	1	6	2258
----	----	4	2	2	0	0	0	0	0	0	10	11	2	1	6	4	0	0	0	0	2259
----	----	9	18	28	14	0	0	0	7	13	6	9	10	11	1	9	0	11	6	11	2260
2	3	11	5	7	0	0	0	0	0	0	15	24	5	7	20	28	0	0	25	30	2261
----	----	23	11	19	1	0	0	0	0	0	8	14	3	8	4	10	0	0	2	6	2262
----	----	3	0	0	0	0	0	0	0	0	9	17	7	10	7	10	0	0	0	6	2263
----	----	25	0	0	0	0	0	0	0	0	39	42	26	22	39	42	0	0	0	0	2264
6	4	----	4	0	0	0	0	0	0	0	5	5	3	1	4	2	0	0	0	0	2265
----	----	15	4	7	0	0	0	0	0	0	12	16	12	16	4	9	0	0	12	16	2266
4	1	8	6	13	0	0	0	0	0	0	9	11	1	2	9	11	0	0	3	6	2267
7	3	3	0	0	0	0	0	0	0	0	7	3	0	0	7	3	0	0	7	3	2268
1	2	----	4	2	0	0	0	0	0	0	10	8	3	0	0	0	0	0	0	0	2269
----	----	20	0	0	0	0	0	0	0	0	36	79	20	45	20	45	0	0	25	50	2270
----	---	13	0	0	0	0	0	0	0	0	0	75	0	27	0	37	0	0	0	33	2271
----	----	7	0	17	0	0	0	0	0	0	18	23	4	28	2	5	0	0	2	18	2272
----	----	4	6	6	0	0	0	0	0	0	9	10	1	1	6	7	0	0	1	2	2273
3	0	12	13	13	0	0	0	0	0	0	8	16	8	14	8	16	6	12	16	30	2274
----	----	6	3	2	0	0	0	0	0	0	10	8	6	3	10	8	10	10	10	10	2275
----	----	10	0	0	0	0	0	0	0	0	7	9	7	9	7	9	0	0	0	0	2276
3	0	4	0	0	0	0	0	0	0	0	9	15	4	8	7	6	4	8	9	11	2277
----	----	----	0	0	0	0	0	0	8	7	5	5	0	0	0	0	0	0	0	0	2278
2	0	12	14	22	0	0	0	0	4	14	10	13	3	14	3	14	4	8	3	14	2279
----	----	----	14	18	0	0	0	0	6	4	30	12	6	5	5	2	7	6	9	4	2280
----	----	----	12	9	0	0	0	0	0	0	12	9	4	0	4	0	0	0	3	0	2281
----	----	----	4	13	0	0	0	0	0	0	7	16	7	16	7	16	0	0	7	16	2282
----	----	----	1	4	0	0	0	0	0	0	6	12	1	6	1	4	0	0	1	4	2283
15	0	44	58	108	31	1	0	0	0	0	51	82	15	31	35	47	0	0	20	35	2284
----	----	21	9	0	1	0	0	0	0	0	8	30	3	15	6	15	0	0	3	15	2285
----	----	1	0	0	0	0	0	0	0	0	7	3	1	0	7	3	0	0	0	0	2286
----	----	12	3	6	0	0	0	0	0	0	4	5	2	1	0	0	0	0	0	0	2287
----	---	----	2	18	0	0	0	0	0	0	4	18	0	0	4	17	0	0	0	0	2288
----	----	----	16	28	0	0	0	0	8	16	16	28	3	7	16	28	0	0	12	18	2289
----	----	22	60	80	6	3	35	50	60	120	60	120	30	50	20	40	15	15	30	50	2290
1	1	----	3	14	0	1	0	0	0	0	3	13	0	4	3	13	0	1	0	0	2291
----	----	6	4	5	0	0	0	0	0	0	12	9	4	4	6	5	0	0	0	0	2292
2	2	19	26	44	2	2	0	0	0	0	29	66	18	33	0	0	5	13	0	0	2293
----	----	4	2	6	0	0	0	0	0	0	8	15	0	0	2	6	0	0	6	9	2294
----	----	5	3	5	0	0	0	0	0	0	5	7	0	5	0	5	0	0	6	12	2295
----	----	7	4	6	0	0	0	0	0	0	10	20	5	6	6	8	0	0	10	20	2296

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	PENNSYLVANIA—continued.								
2297	Greenville	High School	Miss L. W. Mealy	0	2	30	40	....	....
2298	Hanover	do	Daniel Ruff	2	0	16	27	....	....
2299	Harrisburg	High School (boys)	T. Howard Wert	4	1	125	0	28	0
2300	do	High School (girls)	Jennie F. Givler	1	4	0	142	0	1
2301	Hatboro	High School	William S. Delp	1	2	15	20	....	....
2302	Hawley	do	Kimber Cleaver	1	2	15	13	....	....
2303	Hazleton	do	P. J. Gough	2	1	34	60	....	....
2304	Highspire	do	C. J. Walter	1	1	7	10	....	....
2305	Hokendanqua	do	M. R. Reagle	1	0	8	9	....	....
2306	Hollidaysburg	do	J. A. Stewart, A. M.	1	1	20	42	0	2
2307	Honesdale	do	Geo. W. Twitmyer	2	2	64	32	....	....
2308	Hughesville	do	T. H. Maitland	2	0	10	22	1	0
2309	Hummelstown	do	H. M. Roth	1	0	15	30	....	....
2310	Huntingdon	do	L. S. Shimmel	2	2	47	65	....	....
2311	Indiana	do	J. B. Woodruff	1	1	7	17	4	0
2312	Jenkintown	do	D. G. Hartney	1	1	24	19	....	....
2313	Jersey Shore	do	J. E. Myers	1	1	38	38	....	....
2314	Lancaster	High School (boys)	J. P. McCaskey	3	1	115	0	....	....
2315	do	High School (girls)	Miss Sarah H. Bundell.	1	4	0	190	....	....
2316	Lansdale	High School	J. Horace Landis	0	2	40	65	....	....
2317	Lebanon	do	F. J. Stettler	1	3	59	62	....	....
2318	Lehighton	do	F. K. Kraut	1	1	9	23	....	....
2319	Lewisburg	do	D. P. Stapleton	1	1	19	27	3	4
2320	Lewistown	do	Geo. R. Burnett	1	1	22	30	2	1
2321	Linesville	do	R. S. Penfield	2	0	12	3	1	3
2322	Liverpool	do	Edwin Brown	1	0	16	17	....	....
2323	Lock Haven	do	W. T. Wolverton	1	2	30	43	2	0
2324	Lykens	do	Z. T. Meixel	2	0	10	20	....	....
2325	McKeesport	do	James A. Watt	1	2	20	50	....	....
2326	Mahanoy	do	J. Harry Eisenbower.	2	0	35	44	....	....
2327	Marietta	do	R. R. Pleam	1	1	18	32	4	8
2328	Meadville	do	Miss E. R. Haxton	0	7	82	163	....	....
2329	Mechanicsburg	do	W. H. Hench	1	0	14	36	....	....
2330	Media	do	Leon H. Walters	1	1	7	24	....	....
2331	Mercer	do	George H. Lamb	4	0	19	40	....	....
2332	Mercersburg	do	W. F. Zumbro	0	2	20	22	....	....
2333	Middletown	do	D. H. Bucher	2	1	20	36	....	....
2334	Mifflinburg	do	James A. Robbach, M. A.	1	1	11	26	0	1
2335	Milton	do	S. O. Goho	2	0	17	30	2	0
2336	Monongahela City.	do	E. W. Dalbery	1	1	5	23	....	....
2337	Mount Carmel	do	W. N. Leham	2	0	6	10	....	....
2338	Mount Joy	do	C. L. Arnold	1	1	4	20	....	....
2339	Muncy	do	J. George Becht	2	0	6	20	0	3
2340	Myerstown	do	Samuel Hook	1	0	12	14	....	....
2341	Nanticoke	do	C. B. Miller	2	2	15	36	5	0
2342	New Brighton	do	Miss S. Jennie Knott.	0	3	18	40	....	....
2343	New Castle	do	Martin Gantz	1	3	46	100	6	2
2344	Newport	do	Silas Wright	1	6	14	20	4	4
2345	Newtown	do	J. Kirk Leatherman.	1	0	9	16	....	....
2346	Norristown	do	A. D. Eisenhower	2	6	70	135	1	3
2347	North East	do	F. H. Shaw	1	1	13	18	....	....
2348	Northumberland	do	R. M. Gedder	1	2	15	60	1	0
2349	North Wales	do	Lewis R. Harley	0	4	9	11	....	....
2350	Oil City	do	F. J. Trumbull	1	2	50	75	8	2
2351	Pen Argyl	do	Wm. P. Messinger	3	3	20	15	6	0

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	12	11	34	0	0	0	0	0	0	25	38	6	24	5	10	3	15	6	24	2297
----	----	2	16	27	0	3	0	0	0	0	16	27	3	7	0	0	0	0	16	27	2298
13	0	17	76	0	13	0	0	0	0	0	75	0	36	0	36	0	0	0	49	0	2299
----	----	28	0	142	0	0	0	0	0	0	0	133	0	28	0	83	0	0	0	20	2300
----	----	5	0	0	0	0	0	0	0	0	15	20	0	5	0	5	0	0	0	0	2301
----	----	----	4	4	0	0	0	0	4	6	7	4	5	4	6	4	4	4	4	4	2302
----	----	14	33	59	0	0	0	0	0	0	34	60	7	7	9	16	0	0	9	16	2303
----	----	----	3	5	0	0	0	0	0	0	5	10	0	0	3	5	0	0	0	0	2304
----	----	4	0	0	0	0	0	0	0	0	8	9	8	9	8	9	0	0	8	9	2305
1	0	5	3	5	0	0	0	0	1	12	6	18	2	3	3	5	0	0	3	13	2306
----	----	18	10	15	0	0	0	0	0	0	38	19	10	9	8	6	12	9	20	18	2307
----	----	----	10	18	0	0	0	0	0	0	10	22	2	6	1	6	0	0	10	22	2308
----	----	3	15	26	0	0	0	0	0	0	15	26	15	26	15	26	0	0	15	26	2309
----	----	14	15	30	0	0	0	0	0	0	20	47	5	9	5	9	0	0	5	9	2310
----	----	11	5	15	0	0	0	0	0	0	5	15	5	15	5	15	0	0	0	0	2311
----	----	4	4	9	0	0	0	0	3	8	14	13	0	0	0	0	0	0	1	4	2312
----	----	10	2	3	0	0	0	0	3	1	3	7	3	1	3	1	0	0	4	2	2313
----	----	----	58	0	21	0	0	0	28	0	115	0	55	0	30	0	25	0	115	0	2314
----	----	23	0	50	0	1	0	30	0	80	0	150	0	94	0	27	0	0	0	125	2315
----	----	6	0	0	0	0	0	0	0	0	40	65	10	12	10	12	0	0	10	12	2316
----	----	19	32	21	2	1	0	0	14	20	28	40	26	31	26	31	0	0	6	11	2317
----	----	7	0	0	0	0	0	0	0	0	9	23	7	18	4	4	0	0	3	4	2318
0	0	16	0	0	0	0	0	0	0	0	12	15	7	12	12	15	0	0	19	27	2319
----	----	8	13	11	0	0	0	0	0	0	18	25	8	15	3	5	0	0	3	5	2320
----	----	4	2	3	0	0	0	0	0	0	12	3	0	0	2	3	0	0	2	3	2321
1	0	6	5	3	0	0	0	0	0	0	16	17	7	3	7	3	0	0	0	0	2322
1	1	10	11	14	0	0	0	0	7	13	27	36	3	12	3	12	0	0	3	7	2323
----	----	1	0	0	0	0	0	0	0	0	10	15	7	8	0	0	0	0	2	3	2324
----	----	----	4	22	0	0	0	0	0	0	14	20	4	9	4	9	5	14	5	14	2325
----	----	14	3	8	0	0	0	0	0	0	21	28	3	8	3	8	0	0	0	0	2326
----	----	7	18	32	0	0	0	0	0	0	18	32	18	32	18	32	18	32	0	0	2327
----	----	17	23	56	0	0	0	0	17	41	37	62	8	23	13	19	5	21	16	38	2328
----	----	12	0	0	0	0	0	0	0	0	14	36	6	14	6	14	0	0	0	0	2329
----	----	4	1	9	0	0	0	0	0	0	7	20	1	9	1	5	0	0	0	4	2330
----	----	14	19	40	3	2	0	0	0	0	15	28	8	26	4	12	0	0	6	12	2331
----	----	----	0	6	0	0	0	0	0	0	20	22	0	0	6	10	0	0	0	0	2332
----	----	12	4	1	0	0	0	0	0	0	12	18	8	15	8	15	0	0	4	2	2333
5	2	8	9	25	0	1	0	0	0	0	11	26	7	8	5	13	0	0	12	27	2334
4	0	8	13	26	0	0	0	0	0	0	17	30	13	26	4	11	0	0	3	5	2335
----	----	13	0	0	0	0	0	0	0	0	5	23	4	9	5	23	0	0	0	0	2336
----	----	----	4	9	0	0	0	0	0	0	4	9	4	9	0	5	0	0	4	9	2337
----	----	----	0	11	0	0	0	0	0	0	4	18	0	10	2	12	0	0	0	0	2338
2	0	17	4	12	0	0	0	0	4	16	2	10	2	5	2	5	2	8	2	8	2339
----	----	8	0	0	0	0	0	0	0	0	12	14	6	8	0	0	0	0	6	8	2340
----	----	12	8	7	0	0	0	0	0	0	7	29	7	20	8	7	8	7	8	7	2341
5	10	7	18	40	0	0	0	0	0	0	12	24	10	18	1	6	4	10	7	18	2342
5	2	11	25	70	6	4	0	0	30	60	25	35	15	25	5	15	6	6	30	40	2343
----	----	8	3	9	0	0	0	0	0	0	8	15	3	6	7	7	1	0	0	0	2344
----	----	----	4	5	0	0	0	0	0	0	9	16	0	0	7	5	0	0	0	0	2345
3	3	34	27	25	0	0	0	0	10	8	57	105	16	49	20	65	12	25	27	68	2346
----	----	5	10	16	0	0	0	0	3	3	12	14	1	4	2	6	1	4	5	11	2347
----	----	14	8	33	0	0	0	0	0	0	6	23	4	17	2	12	0	0	2	12	2348
3	3	6	9	11	0	0	0	0	9	11	9	11	9	11	9	11	0	0	9	11	2349
2	2	28	48	73	6	8	0	0	8	21	21	43	19	35	10	20	11	19	20	40	2350
2	0	9	3	5	1	0	0	0	3	5	8	9	4	1	12	6	10	2	10	2	2351

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	PENNSYLVANIA—continued.								
2352	Philadelphia	Central High School (boys).	H. Clark Johnson, A. M., L. L. B., PH. D.	23	0	701	0	....	....
2353	....do	Normal School (girls)	George W. Fetter	2	48	0	1,780	....	....
2354	Philipsburg	High School	H. H. Weber	1	4	10	32	2	5
2355	Phœnixville	......do	H. F. Leister	1	2	17	44	0	1
2356	Pittsburg	......do	Charles B. Wood	11	14	328	526	10	0
2357	Pittston	......do	W. H. Putnam	1	2	35	55	....	....
2358	Pleasantville	......do	J. W. Lackey	1	0	4	11	1	0
2359	Plymouth	......do	J. S. Grimes	2	0	8	31	....	....
2360	Portland	......do	H. F. Walker	1	0	3	5	....	....
2361	Pottstown	......do	M. C. J. Stupp	3	1	55	81	....	....
2362	Pottsville	......do	S. A Thurlow	2	1	58	57	....	....
2363	Reading	High School (boys)	M. E. Scheibner	7	0	166	0	20	0
2364	....do	High School (girls)	Elizabeth A. Stahle	1	6	0	190	....	....
2365	Renoro	High School	Charles B. Kelley	1	13	19	33	....	....
2366	Rogersford	......do	William Lockhart	1	1	8	11	....	....
2367	Saegertown	......do	Dudley Goodwin	1	0	28	19	....	....
2368	Scranton	......do	J. C. Lange	4	7	40	160	....	....
2369	Sellersville	......do	Henry T. Williams	1	0	32	12	....	....
2370	Shenandoah	......do	....	1	2	40	50	....	....
2371	Slatington	......do	Jerohn J. Savitz	1	2	20	22	8	0
2372	Somerset	......do	Grant Kendall	1	0	8	22	....	....
2373	South Bethlehem.	......do	M. Alton Richards	1	2	28	32	....	....
2374	Spartansburg	......do	Harrison D. Barnett.	1	1	12	20	....	....
2375	Springboro	......do	W. S. Smith	0	2	8	16	....	....
2376	Starrucea	......do	George P. Ross	0	1	5	8	....	....
2377	Steelton	......do	Charles S. Davis	2	0	33	32	....	....
2378	Stroudsburg	......do	Will H. Ramsey	1	0	5	3	....	....
2379	Summit Hill	......do	Wm. McLaughlin	1	0	4	21	....	....
2380	Sunbury	......do	C. B Oberdorf	2	1	28	50	....	....
2381	Susquehanna	......do	C. T. Thorpe	1	1	42	48	....	....
2382	Tamaqua	......do	Robert F. Ditchburn.	2	0	20	24	....	....
2383	Tidioute	......do	R. D. Crawford	1	1	17	15	....	....
2384	Titusville	......do	Miss L. M. Wilson	2	6	51	84	5	3
2385	Thurlow	South Chester, Boro High School.	W. A. Storrie	1	2	8	20	....	....
2386	Trevorton	High School	P. S. Bergstresser	1	0	1	4	....	....
2387	Tyrone	......do	B. F. Pinkerton, A. B.	2	2	25	45	....	....
2388	Union City	......do	T. M. Morrison	2	1	30	40	20	15
2389	Uniontown	......do	J. S. David	1	1	10	13	....	....
2390	Warren	Glade Central High School (dept.).	Samuel B. Bayle	1	1	8	36	....	....
2391	....do	Academy	W. L. MacGowan	1	4	22	42	6	4
2392	Waynesboro	High School	A. J. Harbaugh	1	1	15	30	....	....
2393	Weatherly	High School	C. A. Ritter	3	7	11	17	....	....
2394	Wellsboro	......do	James B. Hastings	1	2	54	85	4	0
2395	West Chester	......do	Addison Jones	4	1	20	56	....	....
2396	West Conshohocken.	......do	H. A. Markley	1	1	16	10	....	....
2397	Williamstown	......do	J. B. Reese	1	1	12	13	....	....
2398	Wyoming	......do	J. Frank Smith	1	0	8	11	....	....
2499	York	......do	W. J. Shearer	3	1	40	80	4	2
2400	Youngsville	......do	J. N. Shumway	1	0	6	8	....	....
	RHODE ISLAND.								
2401	Ashaway	Hopkinton Graded School.	Charles W. Moore	1	0	10	11	7	5
2402	Bristol	High School	Arthur P. Johnson	1	2	33	42	4	1

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	95	648	0	170	0	180	0	376	0	521	0	194	0	376	0	180	0	701	0	2352
----	----	383	0	0	0	0	0	0	0	0	1130	0	900	0	900	0	360	0	1780	0	2353
----	----	----	10	32	0	0	0	0	10	32	10	32	0	5	0	5	0	5	10	32	2354
----	----	37	11	32	0	0	0	0	6	12	17	44	11	32	6	12	0	0	6	12	2355
----	----	161	160	165	10	0	0	0	31	38	110	206	43	138	63	163	43	138	90	181	2356
----	----	5	15	30	0	0	0	0	10	15	20	60	5	10	4	6	0	0	4	6	2357
----	----	4	4	11	0	0	0	0	0	0	4	11	0	2	4	8	0	0	3	6	2358
----	----	11	0	0	0	0	0	0	0	0	6	17	3	8	0	0	0	0	0	0	2359
----	----	----	1	0	0	0	0	0	0	0	3	5	2	0	2	0	2	0	2	0	2360
2	0	13	0	0	0	0	0	0	0	0	22	37	20	26	20	26	0	0	20	26	2361
----	----	25	31	22	4	1	8	12	27	35	0	0	17	20	25	24	0	0	0	0	2362
10	0	37	75	0	28	0	0	0	40	0	100	0	66	0	75	0	40	0	100	0	2363
----	----	54	0	40	0	0	0	0	0	40	0	80	0	50	0	35	0	3	0	35	2364
----	----	9	7	15	0	0	0	0	0	0	19	33	3	11	0	0	0	0	0	0	2365
----	----	6	0	1	0	0	0	0	0	0	8	11	0	1	2	5	0	0	0	0	2366
----	----	8	7	5	0	0	0	0	0	0	8	14	6	2	5	3	0	0	5	3	2367
----	----	34	40	160	0	0	0	0	0	0	25	125	10	40	10	40	1	15	25	125	2368
----	----	6	2	1	0	0	0	0	6	3	32	12	17	3	13	3	4	3	13	6	2369
----	----	----	20	30	0	0	0	0	0	0	25	35	20	30	12	18	12	18	8	12	2370
----	----	22	9	8	0	0	0	0	9	8	20	22	28	22	9	8	0	0	9	8	2371
----	----	6	0	0	0	0	0	0	0	0	8	22	0	0	0	0	0	0	2	5	2372
4	0	13	5	3	0	0	0	0	28	32	28	32	23	27	22	10	28	32	14	15	2373
----	----	----	0	0	0	0	0	0	0	0	12	16	5	4	3	3	0	0	10	20	2374
----	----	4	0	4	0	0	0	0	0	0	8	14	2	4	7	16	0	0	4	6	2375
----	----	6	0	0	0	0	0	0	0	0	2	8	0	0	5	3	0	0	4	2	2376
----	----	19	0	0	0	0	0	0	0	0	33	32	21	21	27	24	0	0	0	0	2377
----	----	----	5	3	0	0	0	0	0	0	5	3	0	0	5	3	0	0	0	0	2378
----	----	7	0	0	0	0	0	0	0	0	4	19	4	19	4	19	0	0	4	19	2379
----	----	20	9	16	0	0	0	0	0	0	28	50	15	28	9	14	6	14	0	0	2380
----	----	12	0	8	0	0	0	0	0	0	42	48	10	0	10	0	0	0	10	8	2381
----	----	9	0	0	0	0	0	0	20	24	20	24	20	24	20	24	0	0	20	24	2382
----	----	8	10	10	0	0	0	0	0	0	17	14	6	3	3	7	0	0	10	11	2383
4	5	38	16	14	7	6	0	0	15	28	11	18	15	30	11	25	28	49	18	27	2384
----	----	5	4	11	0	0	0	0	0	0	8	20	4	11	4	11	1	4	0	0	2385
----	----	----	1	2	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	2386
----	----	11	2	3	0	0	0	0	6	18	25	45	25	45	25	45	0	0	10	24	2387
----	----	16	20	20	0	0	0	0	20	30	30	40	30	40	20	35	25	30	20	30	2388
----	----	3	0	0	0	0	0	0	0	0	10	13	0	3	0	3	0	0	0	3	2389
----	----	8	2	15	0	0	0	0	0	0	8	26	1	10	1	10	0	0	2	4	2390
10	10	12	14	26	6	2	0	0	2	21	6	20	6	9	7	3	7	3	0	4	2391
----	----	3	4	21	0	0	0	0	0	0	15	30	4	21	4	18	0	0	4	21	2392
----	----	3	11	17	0	0	0	0	0	0	11	17	11	17	11	17	0	0	11	17	2393
10	10	18	20	25	5	0	0	10	15	20	40	30	10	10	15	5	10	3	10	15	2394
----	----	8	19	56	0	0	17	20	10	21	16	40	17	42	6	12	0	0	4	7	2395
----	----	7	0	0	0	0	0	0	0	0	16	10	16	10	6	3	0	0	0	0	2396
----	----	6	0	0	0	0	0	0	0	0	12	13	2	4	0	0	0	0	0	0	2397
----	----	2	0	0	0	0	0	0	0	0	4	6	4	6	0	0	0	0	8	11	2398
0	0	18	25	60	0	0	0	0	30	50	30	70	20	40	6	10	5	3	12	28	2499
----	----	----	3	6	0	0	0	0	0	0	6	2	4	5	5	8	0	0	0	0	2400
----	----	----	10	11	1	1	0	0	0	0	9	6	4	6	0	0	0	0	0	0	2401
----	----	10	16	30	3	1	3	1	0	0	17	18	5	9	17	11	0	6	12	0	2402

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	RHODE ISLAND—continued.								
2403	Central Falls	Lincoln High School	William Overton	1	1	19	26	1	1
2404	East Providence	High School	J. W. Horne	1	2	30	35	18	4
2405	Newport	Rogers High School	Frank E. Thompson	2	3	51	81	....	....
2406	Olneyville	Johnston High School	Geo. W. Currier	1	2	31	32	6	4
2407	Pawtucket	High School	W. W. Curtis	3	2	47	51	23	11
2408	Providence	do	David W. Hoyt	12	16	323	526	121	23
2409	Warren	do	Oliver R. Cook	1	2	26	31	2	5
2410	Woonsocket	do	J. W. V. Rich	2	3	38	82	7	4
	SOUTH CAROLINA.								
2411	Batesburg	High School	G. E. Stokes	1	1	4	5	16	17
2412	Bennettsville	do	C. A. Graeser, jr	2	3	36	62	2	0
2413	Blacksburg	Blacksburg Institute	A. M. Spessard	1	0	8	12	5	0
2414	Brunson	High School (dept.)	W. V. Lanier	1	0	5	7	3	2
2415	Charleston	Memmingers High School.	Miss A. R. Simonton.	1	11	[illegible]	256	....	....
2416	Cheraw	High School	M. McR. McLawehlin.	1	0	7	9	....	....
2417	Hope Station	St. John's Academy	P. D. Risinger	1	0	3	2	2	3
2418	Jonesville	Academy	N. G. Littlejohn	1	2	6	8	4	2
2419	Newberry	High School	T. M. Hunter	2	1	6	20	....	....
2420	Orangeburg	do	S. R. Mellichamp	0	3	0	60	0	7
2421	Seneca	do	M. S. Stribling	1	1	10	9	5	5
2422	Spartanburg	do	H. A. Brunson	2	0	18	36	....	....
2423	Union	do	C. A. Graeser, jr	1	2	50	30	....	....
	SOUTH DAKOTA.								
2424	Aberdeen	High School (dept.)	B. F. Hood	1	1	9	10	1	3
2425	Ashton	High School	C. W. Young	0	1	3	4	....	....
2426	Chamberlain	High School (dept.)	J. Jones, jr	1	0	9	10	....	....
2427	Deadwood	High School	Alex. Strachan	1	0	10	25	....	....
2428	De Smet	do	V. S. L. Owen	0	3	12	31	9	13
2429	Huron	do	A. M. Rowe	1	3	44	67	20	20
2430	Mitchell	do	Miss J. M. J. Pryne	0	2	13	20	....	....
2431	Parkin	Independent High School.	Edwin Dukes	1	1	4	8	....	....
2432	Sioux Falls	High School	R. B. McClenon	1	1	15	25	....	....
2433	Yankton	do	Jay D. Stay, A. M.	1	1	17	25	....	....
	TENNESSEE.								
2434	Arlington	High School	T. B. Winston	0	1	6	10	....	....
2435	Ashland City	Institute	P. B. Johnson	1	1	6	15	....	....
2436	Auburn	High School	Jesse Davenport	1	1	10	15	....	....
2437	Brazil	do	John C. Wright	2	1	25	22	....	....
2438	Clarksville	do	J. W. Graham	0	3	18	20	....	....
2439	Cleveland	do	D. C. Arnold	1	0	18	20	....	....
2440	Dandridge	Maury Academy	John T. Henderson	1	1	15	15	....	....
2441	Dumplin	High School	T. R. Smith	2	0	5	5	6	4
2442	Dyersburg	do	H. S. Kennedy	1	2	41	31	21	30
2443	Floyds	Walnut Grove Academy.	L. S. Fuller	3	0	49	20	4	1
2444	Flynns Lick	High School	D. E. Morris	1	0	18	17	....	....
2445	Germantown	do	P. H. Strickland	1	1	10	20	....	....
2446	Humboldt	I. O. O. F. College	Sam'l F. Howard	2	0	15	30	....	....
2447	Jonesboro	High School	Chas. Wason	1	1	8	17	7	13
2448	Kenton	Academy	W. P. Manny	1	1	5	8	....	....
2449	Knoxville	High School	W. T. White	1	4	15	112	....	....
2450	Laurel Gap	Oakland Seminary	W. B. Bailey	1	1	10	14	....	....

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	4	19	21	1	1	0	0	0	0	16	20	8	6	9	15	0	0	6	9	2403
1	0	14	13	20	4	3	8	11	6	8	12	11	12	9	0	0	0	0	8	7	2404
----	----	10	51	81	6	6	17	31	5	14	37	52	19	28	1	4	1	3	1	10	2405
----	----	4	30	32	8	4	4	10	0	0	13	18	7	13	0	0	0	0	0	0	2406
4	1	27	47	51	23	11	33	19	6	2	23	25	20	12	7	12	4	5	2	5	2407
----	----	105	163	171	53	21	49	82	0	0	225	223	75	105	150	200	50	89	139	316	2408
1	0	5	20	30	2	6	2	3	0	0	8	10	5	9	5	8-	3	2		11	2409
5	10	12	18	53	7	4	8	29	0	0	21	27	17	23	12	14	0	4	16	22	2410
----	----	----	4	5	0	0	0	0	0	0	4	5	0	0	5	1	0	0	4	5	2411
----	----	9	36	62	2	0	0	0	0	0	2	16	2	14	2	14	0	0	2	16	2412
----	----	15	7	2	0	0	0	0	0	0	8	12	8	2	0	0	0	0	1	2	2413
3	0	----	5	7	0	0	1	2	0	0	3	3	0	0	1	2	0	0	1	3	2414
----	----	22	0	0	0	0	0	123	0	0	0	133	0	85	0	147	0	85	0	133	2415
----	----	----	7	9	0	0	0	0	0	0	5	5	0	4	0	0	0	0	0	0	2416
----	----	----	2	1	0	0	0	0	0	0	3	2	0	0	0	0	0	0	3	2	2417
----	----	----	6	6	0	0	0	0	0	0	6	5	0	0	0	0	13	4	6	8	2418
----	----	4	6	20	0	0	0	0	0	0	6	20	0	4	0	0	0	4	0	0	2419
----	----	7	0	60	0	0	0	0	0	0	0	30	0	15	0	15	0	0	0	15	2420
----	----	----	7	9	6	0	0	0	0	0	8	4	3	0	4	1	0	0	7	5	2421
----	----	----	18	36	0	0	0	0	0	0	18	36	0	0	3	7	0	0	3	7	2422
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	2423
----	----	9	2	3	0	0	0	0	4	2	4	6	6	4	5	7	5	3	3	6	2424
----	----	----	1	2	0	0	0	0	0	0	3	4	2	2	0	0	0	0	0	0	2425
----	----	8	9	10	0	0	0	0	0	0	9	10	9	0	0	0	0	0	9	10	2426
----	----	4	0	0	0	0	0	0	0	0	8	21	1	6	1	7	0	0	6	10	2427
3	----	----	0	0	0	0	0	0	0	0	5	2	6	2	12	31	0	0	12	31	2428
----	----	18	20	25	0	0	0	4	0	0	20	30	12	18	12	18	6	8	10	12	2429
----	18	12	6	9	0	0	0	0	0	0	0	0	1	7	10	17	0	0	0	6	2430
----	----	----	2	2	0	0	0	0	0	0	3	6	2	2	2	3	0	0	2	4	2431
4	5	12	10	13	0	0	0	0	0	3	8	13	7	18	4	8	0	0	6	12	2432
----	----	7	17	25	0	0	0	0	0	0	4	10	7	3	7	3	4	4	4	11	2433
----	----	1	2	4	0	0	0	0	0	0	5	9	3	4	2	4	1	3	0	0	2434
----	----	----	2	9	0	0	0	0	0	0	6	15	1	3	0	0	0	0	2	7	2435
----	----	----	2	3	0	0	0	0	0	0	7	7	3	2	10	0	0	0	10	15	2436
----	----	2	15	12	0	0	0	0	0	0	25	22	15	12	2	10	2	10	25	22	2437
----	----	28	0	0	0	0	0	0	0	0	18	20	18	20	0	0	10	0	18	20	2438
----	----	11	3	11	0	0	0	0	0	0	3	12	2	0	3	11	0	0	10	10	2439
----	----	----	8	12	0	0	0	0	0	0	15	13	2	2	6	7	0	0	0	0	2440
5	0	----	2	0	0	0	0	0	0	0	1	3	2	2	0	0	0	0	0	0	2441
21	30	5	18	30	0	0	0	0	0	0	19	31	4	2	17	26	19	31	19	31	2442
----	----	9	10	5	0	0	0	0	2	1	19	15	4	1	20	10	2	1	4	2	2443
5	4	----	5	2	0	0	0	0	0	0	15	4	6	1	10	11	7	3	18	17	2444
----	----	----	6	10	0	0	0	0	0	0	6	15	4	6	3	4	0	0	0	0	2445
7	12	----	7	13	0	0	0	0	0	0	15	26	2	9	0	5	0	5	0	5	2446
----	----	5	8	17	0	0	0	0	0	0	7	12	1	5	1	4	1	5	6	8	2447
----	----	----	3	2	0	0	0	0	0	0	5	7	2	3	0	0	0	0	5	8	2448
----	----	14	15	112	0	0	0	0	0	0	13	98	2	12	2	12	0	0	12	18	2449
----	----	8	10	12	0	0	0	0	0	0	9	14		2	5	8	0	0	5	2	2450

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	TENNESSEE—continued.								
2451	Memphis	Leath High School	Miss Margaret L. Scudder.	0	6	32	130	....	....
2452	Morristown	......do	S. Frontis	1	2	14	15	8	14
2453	Mount Horeb	......do	Jones M. Hicks	1	1	9	10	....	....
2454	Porterfield	Academy	H. A. Evans	1	1	10	8	....	....
2455	Rheatown	Seminary	M. A. Bales	2	0	10	4	....	....
2456	Rhodella	Lost Creek Academy	George Brantley	2	0	20	6	....	....
2457	Trenton	Peabody High School	G. R. McGee	1	1	32	48	1	5
	TEXAS.								
2458	Abilene	High School	George W. Roach	1	1	25	40	....	....
2459	Aledo	Aledo Institute	T. E. Lane	1	2	14	16	....	....
2460	Anson	High School	W. S. Ferguson	1	4	5	6	3	2
2461	Athens	......do	W. I. Cowles	1	1	23	22	....	....
2462	Athens	......do	H. C. Bell	1	0	10	4	15	20
2463	Austin	......do	J. H. Bryant	2	8	60	120	....	....
2464	Beaumont	......do	C. F. Johnston	1	0	4	11	2	0
2465	Bellville	......do	W. E. Frenckman	1	0	16	21	2	0
2466	Blanco	......do	W. H. Bruce	2	0	24	23	10	3
2467	Blue Ridge	......do	D. F. Sutherland	1	1	4	2	....	....
2468	Bracketville	......do	E. P. Lord	1	3	15	15	....	....
2469	Bremond	Educational Institute	J. B. Wolfe	1	0	10	8	....	....
2470	Brenham	High School	Miss Mary Rial	2	2	15	45	5	11
2471	Burnet	......do	R. J. Richey	1	0	12	14	....	....
2472	Caddo Mills	......do	Prof. Pile	1	0	9	5	4	3
2473	Calvert	......do	J. B. Wolfe	2	0	12	19	....	....
2474	Celeste	Celeste College	J. B. Cook	1	1	35	8	....	....
2475	Chisholm	Berry Creek High School.	Enoch Dickson	2	2	23	17	4	1
2476	Cleburne	High School	J. Ed. N. Wallace	1	5	40	75	....	....
2477	Colorado	......do	R. J. Baldwin	1	0	1	4	....	....
2478	Corpus Christi	......do	C. W. Crossley	1	1	7	8	....	....
2479	Corsicana	......do	E. M. Faust	1	2	13	70	1	2
2480	Dallas	......do	T. G. Harris	2	5	65	160	....	....
2481	Denton	......do	E. F. Comegys	2	0	34	69	....	....
2482	Ennis	......do	Jos. C. Watkins	2	0	12	21	11	14
2483	Estacado	......do	William Comally	1	0	30	25	....	....
2484	Floyd	......do	W. A. Priest	1	1	12	13	....	....
2485	Fort Worth	......do	P. M. White	1	4	66	141	....	....
2486	Galveston	Bell High School	John W. Hopkins, A. M.	2	5	52	178	....	....
2487	Geneva	Geneva Academy	H. F. Killen	1	0	3	11	....	....
2488	Glen Cove	High School (dept.)	J. S. Greenlee	1	2	15	12	1	1
2489	Gonzales	High School	Oscar Crisman	1	0	22	14	....	....
2490	Greenville	......do	J. H. Van Amburgh	2	1	23	32	5	7
2491	Hallettsville	......do	J. C. Florea	1	0	4	6	3	2
2492	Hempstead	......do	S. H. Dean	1	0	3	5	....	....
2493	Hanston	......do	C. W. Welch	1	3	25	81	....	....
2494	Hubbard City	......do	E. L. Barham	1	1	5	20	....	....
2495	Hughes Springs	......do	T. B. Price	1	1	40	25	1	1
2496	Itasca	......do	N. J. Foster	2	0	12	18	....	....
2497	Jewett	......do	J. E. Anderson	1	1	31	29	5	2
2498	Kingston	......do	T. E. Wallis	4	1	40	37	40	15
2499	Kosse	High School (dept.)	J. Thomas Hall, superintendent	1	0	5	20	....	....
2500	La Grange	High School	T. R. Dunlap	1	1	94	106	67	51
2501	Leesburg	East Texas Academic Institute.	W. L. Turner	1	1	7	9	....	....
2502	Livingston	High School	F. C. Campbell	1	0	7	11	2	4
2503	Llano	......do	J. R. Griffin	1	1	12	15	4	2
2504	Lockhart	......do	J. E. Cook	1	0	12	15	....	....
2505	Loen Oak	......do	W. H. Attebery	1	2	19	24	....	....

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	15	0	0	0	0	0	0	0	0	22	100	12	50	8	18	0	0	32	130	2451
3	4	----	10	11	0	0	0	0	0	0	14	15	0	0	2	9	0	0	12	18	2452
1	0	3	3	3	0	0	0	0	0	0	9	8	3	2	0	2	0	0	0	2	2453
----	----	----	3	4	0	0	0	0	3	1	9	8	7	2	0	0	0	0	10	7	2454
2	1	----	2	4	0	0	0	0	0	0	10	4	0	0	0	1	0	0	0	0	2455
24	10	24	6	0	0	0	0	0	0	0	16	6	4	2	0	0	0	0	10	6	2456
2	0	16	10	16	0	0	0	0	0	0	20	31	2	11	9	13	3	13	2	11	2457
----	----	8	25	40	0	0	0	0	0	0	25	40	20	25	15	20	2	8	15	20	2458
4	6	----	0	0	0	0	0	0	0	0	10	4	2	1	8	2	4	2	14	10	2459
3	0	----	1	0	0	0	0	0	0	0	11	15	5	3	10	12	0	0	5	7	2460
----	----	----	5	5	0	0	0	0	0	0	7	5	3	4	4	4	0	0	12	14	2461
9	13	----	1	0	0	0	0	0	0	0	7	0	7	0	7	0	5	0	0	4	2462
----	----	11	35	85	0	0	0	0	0	0	45	100	45	100	25	30	0	0	40	90	2463
----	----	----	4	11	0	0	0	0	0	0	2	8	2	3	4	11	0	0	0	0	2464
----	----	14	0	0	0	0	0	0	16	21	11	15	4	11	16	21	5	11	7	5	2465
2	0	3	21	21	0	1	0	0	0	0	24	23	18	16	24	23	0	0	10	18	2466
----	----	----	4	2	0	0	0	0	0	0	4	0	3	1	3	0	0	0	4	2	2467
----	----	----	0	0	0	0	0	0	0	0	15	15	5	6	15	15	15	15	0	0	2468
----	----	----	3	5	0	0	0	0	0	0	5	3	3	3	2	1	0	0	0	0	2469
----	----	15	5	11	0	0	0	0	2	8	14	42	5	25	7	17	4	13	0	0	2470
----	----	5	0	3	0	0	0	0	0	0	12	14	4	8	10	14	0	0	10	9	2471
----	----	----	0	0	0	0	0	0	0	0	9	3	2	1	1	1	0	0	2	2	2472
----	----	2	6	16	0	0	0	0	0	0	8	17	4	12	6	10	0	0	6	16	2473
----	----	----	15	3	3	0	0	0	3	0	35	8	4	0	0	0	0	0	0	0	2474
6	0	----	4	1	0	0	0	0	0	0	11	10	6	3	13	7	2	0	12	8	2475
----	----	9	25	20	0	0	0	0	0	0	40	25	40	30	40	75	40	75	40	75	2476
----	----	----	0	0	0	0	0	0	0	0	1	4	0	1	1	4	0	0	0	0	2477
----	----	----	2	0	0	0	0	0	0	0	7	8	0	0	0	0	0	0	0	0	2478
----	----	6	13	65	0	0	0	0	0	0	12	50	12	50	1	9	1	9	2	19	2479
----	----	8	30	20	0	0	0	0	0	0	40	60	20	5	4	8	2	8	10	40	2480
----	----	8	10	25	0	0	0	0	0	0	34	69	18	30	30	25	0	0	20	15	2481
----	----	----	3	4	0	0	0	0	0	0	12	21	4	7	4	7	0	0	4	7	2482
----	----	----	2	3	0	0	0	0	0	0	10	7	10	7	15	15	5	5	12	12	2483
----	----	2	1	0	0	0	0	0	0	0	12	6	1	1	12	12	4	0	8	0	2484
----	----	----	66	141	1	1	0	0	0	0	32	113	32	113	32	113	15	25	47	99	2485
----	----	31	40	105	0	0	0	0	0	0	52	178	17	78	10	50	3	30	40	100	2486
----	----	----	1	2	0	0	0	0	0	0	3	11	1	1	2	10	0	2	0	0	2487
5	3	----	2	1	0	0	0	0	0	0	3	4	2	3	10	12	0	0	15	10	2488
----	----	2	22	14	0	0	0	0	0	0	15	13	7	1	4	7	4	7	11	6	2489
3	4	7	21	28	0	0	0	0	0	0	23	26	16	17	14	18	0	0	23	32	2490
0	0	5	4	6	0	0	0	0	0	0	4	6	4	6	4	6	0	0	4	6	2491
----	----	7	0	0	0	0	0	0	0	0	3	4	2	5	3	4	0	0	0	0	2492
----	----	12	12	40	0	0	0	0	13	41	20	50	2	18	1	9	1	9	20	60	2493
----	----	----	0	0	0	0	0	0	0	0	5	20	1	4	5	10	0	0	5	18	2494
2	1	----	12	3	0	0	0	0	0	0	30	15	0	2	12	8	0	0	40	0	2495
----	----	----	4	6	0	0	0	0	0	0	12	18	4	6	12	18	0	0	6	12	2496
10	8	----	5	2	0	0	0	0	0	0	15	11	9	4	8	6	0	0	31	29	2497
----	----	1	25	10	5	0	0	0	4	0	40	37	20	5	10	1	10	0	0	0	2498
----	----	----	5	20	0	0	0	0	0	0	5	20	5	20	5	20	5	20	5	20	2499
----	----	4	17	18	2	1	0	0	24	27	19	21	5	4	10	6	4	5	27	31	2500
----	----	----	0	3	0	0	0	0	0	0	7	9	2	3	3	8	0	0	0	0	2501
----	----	6	2	0	0	0	0	0	0	0	4	11	0	0	3	4	0	0	7	0	2502
----	----	----	0	5	0	0	0	0	0	0	8	10	4	6	6	8	6	8	10	12	2503
----	----	----	1	5	0	0	0	0	0	0	12	15	12	15	2	8	0	0	2	8	2504
----	----	----	8	12	0	0	0	0	0	0	14	19	8	12	19	24	5	3	17	20	2505

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	TEXAS—cont'd.								
2506	Luling	High School (dept.)	J. V. Brown	2	0	7	14	7	28
2507	McGregor	High School	J. N. Davis	1	0	7	7	....	....
2508	McKinney	do	E. M. Faust	3	0	52	65	....	....
2509	Mexia	do	J. E. Blair	2	0	30	25	10	8
2510	Midlothian	Midlothian Institute.	G. V. Taylor	0	2	12	24	....	....
2511	Midway	Elwood High School.	Miss Julia A. Bettis	0	1	2	5	0	1
2512	Mineola	High School	D. H. Skinner	2	2	15	14	....	....
2513	Montague	do	J. H. Vaughan	1	0	6	7	....	....
2514	Novice	Rough Creek High School.	Miss Eliza Robinson.	0	1	2	7	1	5
2515	Paris	High School	W. S. V. Seibert	2	2	25	61	15	43
2516	Queen City	Normal High School.	Wickliff Owen	1	1	7	16	6	15
2517	Ranger	High School	W. A. Dennis	1	1	6	7	....	....
2518	Rising Star	do	Benj. F. Terry	2	0	25	12	15	1
2519	Rockdale	do	John W. Clark	1	0	13	20	....	....
2520	Round Rock	High School (dept.)	A. S. J. Steele	0	3	10	15	3	4
2521	San Angelo	High School	H. S. Moulton	1	0	25	35	....	....
2522	San Antonio	do	W. Schoch	4	1	10	32	....	....
2523	Sealy	High School (dept.)	L. S. Williams	1	0	16	20	....	....
2524	Sexton	High School	John A. Smart	1	0	5	3	1	2
2525	Shellyville	do	M. M. Dupre	1	1	10	6	5	5
2526	Sipe Springs	do	Will B. Train	1	0	18	12	....	....
2527	Snyder	do	B. M. Cochran	2	2	15	40	....	....
2528	Terrell	do	Conger P. Hudson	1	4	14	27	....	....
2529	Timpson	do	T. R. Day	1	1	10	12	....	....
2530	Trickham	do	John W. Hall	1	0	1	8	....	....
2531	Vernon	do	T. S. Cox	2	0	10	20	....	....
2532	Waco	Central High School.	J. N. Gambrell	1	3	32	56	5	5
2533	Weatherford	High School	R. B. Ewing	1	0	3	10	3	10
2534	Whitesboro	do	W. T. Potter	2	3	16	14	....	....
2535	Winnsboro	do	Rufus Mann	1	1	5	13	....	....
	UTAH.								
2536	Ogden	High School	T. B. Lewis	1	1	14	27	....	....
	VERMONT.								
2537	Bakersfield	Brigham Academy	Charles H. Morrill.	1	2	12	12	4	0
2538	Barre	Spaulding High Sch'l	O. D. Mathewson, A. B.	1	2	7	10	....	....
2539	Barton	Academy and High School.	Thomas Martin	1	0	8	22	....	....
2540	Barton Landing.	High School	Miss H. E. Glazier.	0	1	11	5	....	....
2541	Bellows Falls	do	J. C. Simpson	1	2	25	34	3	2
2542	Bethel	do	J. H. Blairdell	1	0	18	24	2	0
2543	Brandon	do	Edw'd H. Dutcher.	1	0	3	3	2	2
2544	Brattleboro	do	E. H. McLachlin	2	2	62	94	....	....
2545	Bristol	do	A. W. Varney	0	4	10	20	2	3
2546	Chester	do	Kate Child	0	2	11	26	....	....
2547	Enosburg Falls.	do	Loren M. Jenne	0	2	7	4	....	....
2548	Fair Haven	do	G. W. Kennedy, A. M.	1	1	6	10	....	....
2549	Hardwick	Hardwick Academy	G. H. McNair	0	2	12	14	3	2
2550	Hinesburg	High School	Henry M. Page	1	0	13	12	2	0
2551	Island Pond	do	Frank W. Hazen	1	1	12	28	....	....
2552	Lyndon	Academy and High School.	Chas. A. Williams.	1	0	11	7	0	1
2553	Middlebury	High School	Arthur L. Janer	1	2	26	30	7	2
2554	Montpelier	Union School	Xeno. C. Wheeler.	1	2	10	20	1	1
2555	Morrisville	People's Academy and High School.	W. A. Beebe	1	1	47	57	9	5
2556	Newport	Academy and High School.	F. L. Bergbee	0	4	24	21	0	1

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
....	....	....	7	14	0	0	0	0	0	0	7	14	1	4	1	4	0	0	6	10	2506
....	....	....	0	0	0	0	0	0	0	0	5	5	3	1	5	5	0	0	5	5	2507
....	....	....	20	30	0	0	0	0	0	0	50	65	3	4	20	15	0	0	10	10	2508
3	0	14	15	15	0	0	0	0	0	0	20	25	20	25	15	10	0	0	7	4	2509
....	....	....	0	9	0	0	0	0	0	0	10	24	0	10	12	10	0	0	3	0	2510
0	1	....	0	0	0	0	0	0	0	0	2	5	0	1	0	4	0	0	0	0	2511
....	....	....	10	11	1	2	0	1	1	1	15	14	2	4	8	10	0	0	2	8	2512
....	....	3	2	1	0	0	0	0	0	0	6	7	2	1	2	3	0	0	2	3	2513
....	....	....	0	0	0	0	0	0	0	0	2	4	2	4	2	7	0	0	2	7	2514
8	8	8	15	43	0	0	0	0	0	0	19	42	2	15	3	8	2	18	4	7	2515
10	17	....	6	15	0	0	0	0	0	0	7	16	1	4	5	2	0	0	0	0	2516
....	....	....	0	0	0	0	0	0	0	0	6	7	1	0	5	3	0	0	0	0	2517
....	....	....	10	6	0	0	0	0	0	0	25	12	8	6	0	0	0	0	3	1	2518
7	0	5	5	4	0	0	0	0	0	0	8	14	5	6	10	13	13	10	13	20	2519
2	3	5	10	15	0	0	0	0	0	0	10	15	10	15	10	15	0	0	10	15	2520
25	35	3	25	35	0	0	0	0	0	0	25	35	25	35	25	35	25	35	25	35	2521
....	....	5	5	8	0	0	0	0	1	4	9	28	6	10	5	6	1	4	6	10	2522
....	....	....	0	0	0	0	0	0	0	0	16	20	4	10	4	10	0	0	0	0	2523
....	....	....	2	0	1	0	0	0	0	0	3	2	1	3	1	0	0	0	0	0	2524
6	4	....	1	0	0	0	0	0	0	0	10	6	4	0	6	0	7	2	0	0	2525
....	....	....	2	0	0	0	0	0	0	0	18	12	5	2	4	0	0	0	0	0	2526
....	....	8	0	0	0	0	0	0	0	0	15	30	1	8	1	12	0	0	8	40	2527
....	....	3	14	27	0	0	0	0	0	0	14	27	0	7	4	9	4	9	8	13	2528
....	2	0	0	0	0	0	0	0	....	0	10	9	3	4	5	12	0	0	3	1	2529
....	....	0	0	0	0	0	0	0	....	0	0	7	1	3	0	2	0	0	0	0	2530
2	....	5	11	0	0	0	0	0	1	0	10	20	10	20	5	11	0	0	0	0	2531
0	9	20	21	0	0	0	0	0	1	0	29	41	4	15	2	15	2	7	10	27	2532
....	....	3	10	0	0	0	0	0	....	9	4	10	0	0	0	0	0	0	0	0	2533
....	4	1	7	0	0	0	0	0	....	0	16	14	3	5	4	4	0	0	4	4	2534
....	....	0	4	0	0	0	0	0	....	0	5	13	0	0	2	4	0	0	4	8	2535
....	....	0	0	0	0	0	0	0	....	0	13	14	1	3	0	6	0	0	1	11	2536
2	2	4	3	0	0	3	0	0	4	0	7	9	4	4	9	12	6	0	1	4	2537
....	....	6	3	1	1	0	0	0	....	0	6	10	2	0	2	2	0	0	4	2	2538
....	8	4	12	0	0	0	0	0	....	0	8	23	3	0	3	16	0	0	3	9	2539
....	....	9	4	0	0	0	0	0	....	0	11	5	0	0	0	0	0	0	0	0	2540
....	....	12	16	4	3	0	0	0	....	0	14	18	6	10	4	8	0	0	3	9	2541
....	8	9	6	2	0	0	0	2	....	6	14	17	2	10	2	8	1	10	8	8	2542
....	4	3	3	1	0	2	0	0	....	0	0	0	0	0	0	0	0	0	3	2	2543
0	27	15	39	1	4	4	8	0	1	0	37	54	18	7	16	24	15	4	20	30	2544
....	1	8	17	1	0	0	0	0	....	0	5	12	1	7	3	5	0	0	0	0	2545
....	6	5	7	0	0	0	1	2	....	4	7	17	0	3	0	3	0	0	2	3	2546
....	3	0	0	0	0	0	0	0	....	0	2	4	1	0	4	4	0	0	6	4	2547
3	7	0	0	0	0	0	0	0	2	0	4	6	4	6	5	7	5	8	4	7	2548
0	....	4	7	0	0	2	1	0	1	0	12	14	2	1	6	0	6	2	0	0	2549
4	3	2	7	0	0	0	0	0	2	0	6	12	4	7	12	4	0	0	13	10	2550
....	3	0	2	0	0	0	4	0	....	0	2	6	0	4	2	1	0	0	0	5	2551
0	1	2	1	7	0	0	0	0	0	0	3	2	1	2	0	0	0	0	0	0	2552
9	3	17	14	15	7	2	4	4	0	1	10	15	12	4	0	0	0	0	10	9	2553
....	....	2	4	13	1	0	4	10	0	1	6	9	0	4	1	1	3	0	3	12	2554
11	14	6	18	21	7	2	0	4	8	6	10	14	12	8	18	14	2	3	17	13	2555
6	2	10	10	8	0	0	0	0	0	0	15	10	8	4	10	5	6	5	8	7	2556

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	VERMONT—cont'd.								
2557	North Bennington.	High School	H. Dressel, jr	1	1	19	21	2	0
2558	Northfield	do	Henry O. Aiken	1	1	27	29	4	6
2559	North Troy	Missisquoi Valley Academy.	Charles Putney	1	2	12	13	1	5
2560	Poultney	High School	W. Carleton Tifft	1	0	10	12		
2561	Proctor	do	F. P. Davison	1	0	10	26		
2562	Quechee	do	Clarence A. Crook	1	0	8	10		
2563	Richford	do	Max Leon Powell	1	0	14	25	2	0
2564	Rutland	do	Jesse A. Ellsworth	1	2	33	55	11	7
2565	St. Albans	Academy and High School.	F. H. Dewart	1	3	47	79	5	1
2566	Springfield	High School	George Ellsworth Johnson.	1	1	10	12	3	1
2567	Swanton	Union School	F. K. Graves	1	1	30	39	1	2
2568	Wallingford	High School	E. F. Howard	1	2	10	8		
2569	Waterbury	do	F. Covery	1	3	4	6	2	3
2570	West Randolph	do	J. W. Whitehill	2	1	46	50		
2571	White River Junction.	do	Ozora S. Davis	0	4	24	27	2	0
2572	Windsor	do	F. N. Newell	1	1	28	27		
2573	Winooski	do	J. C. Bruman	1	0	4	5		
2574	Woodstock	do	A. B. Bishop	1	2	39	50	27	5
	VIRGINIA.								
2575	Adriance	High School	Mrs. Charles W. Crawley.	0	2	10	10		
2576	Aldie	do	W. B. Edmundson	1	0	8	6		
2577	Bridle Creek	Academy	E. L. Bain	1	0	4	5		
2578	Broadway	High School	J. T. De Bell	1	2	12	8		
2579	Buchanan	do	L. A. H. Sullender	1	0	5	10	1	2
2580	Charlottesville	do	J. W. Tinsley	2	0	9	26		
2581	Chilesburg	do	C. F. Smith, jr	1	0	8	5	2	1
2582	Churchville	do	Mary I. Bell	0	2	6	6		
2583	Covington	do	Rev. J. Dickey	1	0	9	3		
2584	Fairview	do	George W. Coley	1	0	15	4		
2585	Fox	Fox Institute	J. J. Watkins	1	1	18	15	3	2
2586	Fredericksburg	High School	E. M. Crutchfield, superintendent.	0	1	6	20		
2587	Hamilton	do	J. W. Gregg	1	0	8	13		
2588	Harrisonburg	do	C. E. Barglebaugh	2	0	19	21	5	6
2589	Hat Creek	do	Miss S. Kate Cranley.	0	1	4	19	2	4
2590	Irwin	Union High School	Edward Kinne	1	0	7	6		
2591	Johnsons Spr'gs.	Dover High School	Miss Mildred A. E. Ellis.	0	1	1	6		
2592	Lacey Springs	High School	C. S. Good	1	0	3	8		
2593	Lawrenceville	do	James A. Riddick	1	0	4	11	5	15
2594	Leesburg	do	J. S. Simpson	2	1	24	13	11	3
2595	do	High School (No. 2)	G. C. Gorrell	1	0	3	8		
2596	Lincoln	High School	Mr. Edw. C. James	1	0	4	9		
2597	Luray	do	E. M. Pilcher	2	0	20	1		
2598	Lynchburg	do	John W. Wyatt	3	2	51	135	4	9
2599	McGaheysville	Oak Hill Academy	W. O. Ross	1	0	15	12		
2600	Marksville	High School	B. B. Miller	1	1	25	23		
2601	Midway	do	Miss Mattie Slate	0	1	9	10		
2602	Millboro Springs	High School (dept.)	H. P. Crosby	1	0	8	4		
2603	Mt. Crawford	High School	T. J. O'Neill	1	0	10	8	2	0
2604	New Market	do	A. C. Kimby	1	1	15	12	5	0
2605	North Danville	do	F. H. Wheatley	1	2	36	12	6	11
2606	Parnassus	do	M. C. Smith	1	0	6	3		
2607	Petersburg	do	A. P. Balling	0	3	64	92		
2608	do	Peabody High School	James E. Shields	1	0	10	46		

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	0	5	0	0	0	0	0	0	5	10	17	20	5	11	6	13	6	13	6	14	2557
2	0	9	12	13	5	6	1	4	0	0	12	10	7	6	5	4	4	3	6	7	2558
----	----	----	1	6	0	0	0	0	0	0	12	13	4	2	0	0	0	0	0	0	2559
0	2	2	3	8	0	0	0	0	0	0	7	9	0	3	0	0	0	0	0	0	2560
----	----	----	0	8	0	0	1	3	0	0	2	4	3	10	4	10	0	0	3	10	2561
----	----	4	3	5	0	0	0	0	0	0	3	3	1	3	3	3	1	3	1	1	2562
----	----	7	11	22	2	0	3	8	0	0	3	7	4	4	0	0	0	0	3	7	2563
15	16	20	15	20	11	7	0	0	0	0	12	22	7	16	6	9	4	8	6	10	2564
5	0	17	21	42	5	1	40	38	0	0	10	24	10	15	8	12	6	5	6	8	2565
15	17	8	3	11	3	1	5	5	0	0	9	6	0	0	0	0	0	0	3	8	2566
----	----	8	7	5	6	2	0	0	0	0	10	8	5	6	1	7	0	0	0	0	2567
----	----	7	3	2	0	0	0	0	0	0	0	0	0	0	3	2	3	2	3	5	2568
----	----	5	4	6	0	0	0	0	0	0	1	5	4	4	0	0	0	5	0	5	2569
----	----	17	15	28	2	4	0	0	0	0	21	20	6	11	6	12	7	11	12	16	2570
4	0	10	9	11	2	0	5	4	0	0	13	8	5	3	9	1	4	5	1	4	2571
2	0	----	14	12	0	0	0	0	2	6	8	9	9	7	5	10	0	0	6	7	2572
----	----	2	0	0	0	0	0	0	0	0	4	5	1	0	3	5	0	0	0	0	2573
15	46	11	12	20	5	0	3	9	0	3	15	23	5	6	4	6	6	4	8	13	2574
----	----	----	10	10	2	1	1	7	0	0	1	6	1	0	1	5	0	1	10	10	2575
----	----	----	1	2	0	0	0	4	0	0	1	3	0	0	0	0	0	0	8	6	2576
2	0	----	2	0	0	0	2	0	2	0	3	5	1	0	0	0	0	0	0	0	2577
----	----	----	0	2	0	0	0	0	1	0	7	4	0	0	5	5	0	0	0	0	2578
----	----	----	3	10	0	0	0	0	0	0	5	6	0	1	0	0	0	0	0	0	2579
----	----	----	7	20	0	0	0	3	3	0	10	20	3	3	6	12	5	5	10	15	2580
0	1	----	4	1	0	0	0	0	0	0	8	2	1	0	0	0	2	1	6	2	2581
----	----	----	3	3	0	0	0	0	0	0	3	3	0	0	6	6	0	0	0	0	2582
----	----	3	5	3	0	0	0	0	0	0	7	3	3	0	0	0	0	0	0	0	2583
----	----	----	3	0	0	0	0	0	0	0	11	4	4	0	1	0	0	0	0	0	2584
6	5	----	3	2	2	3	6	0	0	0	0	0	0	0	0	0	0	0	15	10	2585
----	----	----	6	20	0	0	0	0	0	0	6	20	2	2	0	0	0	0	6	20	2586
----	----	----	3	3	0	0	0	0	1	2	4	12	0	0	8	13	0	0	3	0	2587
----	----	----	10	8	1	0	0	0	2	1	8	19	0	0	4	6	0	0	2	7	2588
2	5	----	3	8	0	0	0	6	0	0	0	2	0	1	0	0	0	0	4	14	2589
----	----	----	7	5	0	0	0	0	0	0	6	6	0	0	2	1	0	0	0	0	2590
----	----	----	0	3	0	0	0	0	0	0	1	3	0	0	0	0	0	0	0	0	2591
----	----	----	0	2	0	0	0	2	0	0	3	8	0	0	2	3	0	0	0	0	2592
----	----	----	4	11	0	0	0	0	0	0	1	0	0	0	0	0	0	0	3	3	2593
3	1	8	21	7	1	0	0	6	4	0	16	12	9	0	16	9	7	0	0	11	2594
----	----	----	2	8	0	0	0	0	0	0	3	8	0	0	0	0	0	0	3	8	2595
----	----	----	0	4	0	0	0	0	0	2	4	9	0	0	0	0	0	0	0	0	2596
----	----	----	12	0	0	0	0	0	0	0	12	0	2	0	6	0	0	0	4	1	2597
1	0	16	51	135	0	0	3	14	48	121	38	92	10	29	10	29	0	0	35	85	2598
----	----	----	3	2	0	0	2	3	2	1	14	12	3	1	0	0	0	0	0	0	2599
----	----	----	10	8	0	0	2	4	0	0	15	6	10	4	25	23	25	23	25	23	2600
2	1	----	1	6	0	0	0	6	0	0	1	2	0	0	0	0	0	0	9	10	2601
----	----	9	0	0	0	0	0	0	0	0	1	0	0	0	2	1	0	0	8	4	2602
----	----	----	3	3	0	0	0	0	0	0	8	7	2	0	0	0	0	0	10	7	2603
----	----	----	8	6	0	0	0	3	5	4	15	10	5	3	4	1	0	0	0	0	2604
0	0	2	6	12	0	0	2	0	8	0	20	0	8	0	8	0	0	0	35	0	2605
----	----	----	2	3	0	0	0	0	0	0	6	3	0	0	3	3	0	0	0	0	2606
----	----	12	64	92	0	0	0	0	0	0	52	56	23	45	11	32	25	28	40	44	2607
----	----	----	10	46	0	0	0	0	0	0	10	46	7	17	3	12	0	0	1	16	2608

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	VIRGINIA—cont'd.								
2609	Portsmouth	High School	Willis A. Jenkins	1	1	20	34	3	0
2610	Pulaski	do	D. B. Brown	0	4	10	3	15	5
2611	Richmond	do	J. P. Thomas	2	18	191	463	----	----
2612	Rocky Station	Lee Institute	J. B. Wolfe	1	0	8	7	2	3
2613	Rose Hill	Cumberland College	E. L. Grubbs	1	0	2	0	2	0
2614	Rustburg	High School	Jno. G. Fisher	1	0	8	7	5	3
2615	Smithfield	Smithfield Academy	E. M. Morrison	0	1	22	5	2	1
2616	South Boston	High School	J. Morton D. Davis	1	0	7	12	----	----
2617	Spring Valley	do	J. A. Livesay	2	2	20	10	8	4
2618	Stanardsville	Forest Hill Academy	B. B. Mitchell	1	0	12	16	4	6
2619	Staunton	High School	John B. Bader	3	1	57	85	15	35
2620	Waterford	do	William B. Carr	0	2	7	5	4	3
2621	Winchester	do	J. C. Van Fosseir	1	1	20	19	----	----
2622	Wytheville	Mount Pleasant High School.	Emma R. Calfee	0	1	3	5	----	----
	do	High School	F. L. Bruce	2	5	10	8	20	15
	WASHINGTON.								
2623	Centralia	High School	Chas. W. Borst	1	2	20	30	----	----
2624	Chehalis	do	J. T. Forrest	1	6	12	16	----	----
2625	Dayton	do	W. A. Payne	2	0	20	23	1	1
2626	North Yakima	do	E. P. Greene	1	0	5	8	----	----
2627	Olympia	do	Miss May Bly	1	2	47	49	3	2
2628	Port Townsend	do	W. F. Babcock	1	1	7	12	2	5
2629	Seattle	do	John W. Heston	2	4	73	125	3	0
2630	Spokane Falls	do	J. B. Walker	1	2	26	30	----	----
2631	Tacoma	do	Abbie E. Cushman	0	5	53	67	----	----
2632	Wallawalla	do	R. C. Kerr	1	1	15	25	----	----
2633	Whatcom	do	D. J. Bowers	0	2	13	17	2	1
	WEST VIRGINIA.								
2634	Charleston	High School	Mrs. Mary R. McGwigan.	0	2	17	28	5	2
2635	Martinsburg	do	J. A. Cox	1	2	30	40	----	----
2636	Parkersburg	do	J. S. Conwell	1	1	42	53	----	----
2637	Wheeling	do	W. H. Anderson	1	17	95	177	----	----
	WISCONSIN.								
2638	Ahnapee	High School	H. K. White	1	0	3	5	----	----
2639	Alma	do	J. Emilius Hoenes	1	1	20	12	----	----
2640	Amherst	do	Mason S. McKee	1	2	4	16	----	----
2641	Antigo	do	J. G. Hoyt	1	1	4	7	----	----
2642	Appleton	Ryan High School	Oscar H. Ecke	4	0	25	45	----	----
2643	Arcadia	High School	A. C. Finn	2	0	23	23	----	----
2644	Argyle	do	J. L. Sherron	1	0	4	5	----	----
2645	Ashland	do	J. M. Turner	1	1	15	15	2	2
2646	Augusta	do	L. W. Wood	0	1	8	10	----	----
2647	Avoca	do	J. Nodorf	1	1	6	8	----	----
2648	Baraboo	do	L. H. Clark	1	3	46	73	18	23
2649	Bayfield	do	J. L. Thatcher	1	0	5	6	0	3
2650	Beaver Dam	do	Homer B. Hubbell	1	3	45	66	----	----
2651	Beloit	do	W. S. Axtell	1	4	24	106	----	----
2652	Berlin	do	A. F. Rote	1	3	45	88	----	----
2653	Black Earth	do	E. W. Walker	1	1	7	19	----	----
2654	Black River Falls	do	Dwight Kinney	2	2	34	58	----	----
2655	Bloomer	do	J. F. Gibson	1	0	5	5	----	----
2656	Boscabel	do	L. L. Lightcap	1	0	10	12	----	----
2657	Brandon	do	D. S. Gibbon	1	0	5	5	----	----
2658	Brodhead	do	F. E. McGovern	1	1	22	42	----	----
2659	Burlington	do	C. W. Rittenburg	1	2	34	45	3	1

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	0	9	20	34	0	0	0	0	0	0	20	34	4	5	10	13	0	0	16	19	2609
....	....	....	8	2	0	0	0	0	0	0	10	3	1	0	0	0	0	0	0	0	2610
....	....	77	171	463	0	0	1	53	33	124	147	423	26	137	31	119	32	96	159	340	2611
2	0	....	3	2	2	0	0	0	1	0	2	5	2	0	0	0	0	0	0	0	2612
....	....	....	2	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2613
....	....	....	5	1	0	0	0	0	0	0	5	3	4	0	3	0	0	0	8	7	2614
2	1	10	8	2	0	0	1	0	0	0	6	0	1	0	6	2	0	0	10	5	2615
....	....	2	7	12	0	0	0	3	0	0	7	12	0	0	7	12	0	0	7	12	2616
10	3	....	5	3	0	0	2	3	0	2	20	3	3	0	7	4	0	0	20	10	2617
6	12	....	2	6	0	0	0	0	0	0	4	6	2	4	0	0	0	0	12	16	2618
....	....	7	57	85	0	0	2	8	15	25	57	85	3	15	17	27	3	17	0	0	2619
3	3	....	4	3	0	0	0	3	0	0	7	5	4	1	7	5	0	0	7	5	2620
....	....	18	14	0	0	0	0	0	0	0	20	19	20	0	20	19	0	0	0	0	2621
....	....	....	3	3	0	0	0	0	0	0	4	4	0	0	1	1	0	0	0	0	2622
0	0	5	5	2	0	0	0	0	0	0	6	5	0	0	8	4	0	0	8	5	
....	....	....	0	0	0	0	0	0	3	8	15	24	1	10	1	10	0	0	1	10	2623
....	....	....	8	10	0	0	0	0	0	0	12	16	0	0	0	0	0	0	15	12	2624
1	0	7	0	0	0	0	0	0	0	0	17	19	3	4	4	12	0	0	3	4	2625
....	....	....	0	0	0	0	0	0	0	0	3	7	0	0	1	5	0	0	0	0	2626
6	4	9	4	5	0	0	0	0	0	0	16	14	5	3	7	9	6	4	8	9	2627
....	....	6	0	0	0	0	0	0	0	0	6	10	1	6	4	8	0	0	5	12	2628
5	2	9	36	125	0	0	0	0	6	10	52	70	21	29	28	33	8	14	21	29	2629
....	....	7	16	18	0	0	0	0	10	10	20	28	5	2	10	12	3	5	4	3	2630
....	....	....	12	9	0	0	0	0	0	0	45	50	4	5	4	6	0	0	4	6	2631
....	....	....	0	0	0	0	0	0	0	0	15	25	0	0	15	25	0	0	15	25	2632
....	....	10	3	2	0	0	0	0	0	0	13	17	5	5	5	10	0	0	5	5	2633
2	0	5	9	17	0	0	0	0	0	0	17	28	5	15	4	11	1	4	5	15	2634
....	....	....	5	5	0	0	0	0	1	5	30	40	0	0	3	16	4	8	6	18	2635
....	....	19	15	28	0	0	0	0	0	0	30	42	15	19	4	9	4	15	42	58	2636
....	....	49	0	0	0	0	0	0	20	28	95	177	25	35	80	117	25	35	0	0	2637
....	....	4	0	0	0	0	0	0	0	0	1	4	1	3	0	4	0	0	3	3	2638
....	....	5	0	0	0	0	0	0	20	12	4	6	1	4	1	4	0	0	0	0	2639
....	....	....	0	0	0	0	0	0	0	0	4	16	0	8	0	8	0	0	0	0	2340
1	1	5	2	3	0	0	0	0	0	0	2	7	2	3	2	3	0	0	2	3	2641
....	....	11	10	11	0	0	0	0	4	11	7	8	6	15	4	7	4	0	10	23	2642
....	....	....	0	0	0	0	0	0	4	9	15	11	3	4	3	4	0	0	0	0	2643
....	....	4	0	0	0	0	0	0	4	4	1	5	1	5	1	4	0	0	0	0	2644
1	0	4	2	2	0	0	0	0	2	1	10	12	3	1	4	4	0	0	13	12	2645
....	....	4	0	0	0	0	0	0	0	0	8	9	4	5	4	5	0	0	6	7	2646
....	....	3	0	0	0	0	0	0	0	0	3	7	3	8	3	4	0	0	0	0	2647
....	....	8	18	23	0	0	0	0	11	20	22	34	5	7	9	12	2	5	0	0	2648
2	0	5	0	0	0	0	0	0	0	0	5	6	2	2	2	3	0	0	0	0	2649
....	....	13	11	9	0	0	0	0	22	26	14	16	7	11	5	12	0	0	6	7	2650
....	....	8	8	56	0	2	0	0	10	37	11	46	2	8	0	2	0	0	0	1	2651
....	....	3	12	19	0	0	0	0	6	19	27	64	13	22	13	22	6	7	13	22	2652
7	9	4	0	0	0	0	0	0	0	0	4	10	3	9	3	10	0	0	0	0	2653
....	....	12	7	16	0	0	0	0	0	0	13	28	6	21	0	0	3	11	7	23	2654
0	1	6	0	0	0	0	0	0	0	0	5	5	5	1	5	1	0	0	0	0	2655
....	....	6	5	10	0	0	0	0	0	0	9	11	2	4	3	5	0	0	2	4	2656
....	....	1	0	0	0	0	0	0	0	0	5	5	2	1	3	0	0	0	0	0	2657
....	....	5	12	28	0	0	0	0	2	4	8	15	4	5	2	3	0	0	4	5	2658
....	....	12	4	10	0	0	0	0	11	16	9	10	3	9	2	9	7	12	8	8	2659

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	WISCONSIN—continued.								
2660	Cadott	High School	J. Charles Churchill.	1	0	2	10	....	....
2661	Cassville	do	C. A. Harper	1	0	6	15	....	....
2662	Chilton	do	John G. Nageler	2	0	27	16	....	....
2663	Chippewa Falls	do	George S. Parker	1	3	68	89	....	....
2664	Clinton Junction	do	J. B. Borden	1	1	6	23	....	....
2665	Clintonville	do	W. D. Acherman	0	1	4	6	....	....
2666	Colby	do	J. F. Sims	1	0	25	21	....	....
2667	Columbus	do	L. M. Roberts	1	2	20	35	5	9
2668	Darlington	do	George E. Cabanis.	1	2	12	18	2	1
2669	Delaware	do	J. H. Hutchison	1	1	10	22	....	....
2670	Depere	do	F. W. Buchholz	1	1	27	23	....	....
2671	Dodgeville	do	L. L. Clark	1	2	53	80	....	....
2672	Durand	do	J. W. Nesbit	1	1	12	15	....	....
2673	East Troy	do	A. H. Fletcher	2		14	15	....	....
2674	Edgerton	do	F. M. Jack	1		17	28	0	4
2675	Elkhorn	do	J. T. Edwards	1		57	65	6	11
2676	Elroy	do	J. R. Slouaker	1	1	6	10	2	3
2677	Fennimore	do	F. L. Churchill	1	0	5	3	....	....
2678	Florence	do	Frank W. Barker	1	1	8	5	1	0
2679	Fond du Lac	do	I. N. Mitchell	3	3	59	96	0	3
2680	Fort Atkinson	do	D. D. Mayne	1	2	46	59	19	18
2681	Fort Howard	do	Otis R. Lansen	1	1	5	11	....	....
2682	Fox Lake	do	W. N. Parker	1	0	20	8	....	....
2683	Friendship	do	John Purves	0	1	2	6	....	....
2684	Glenbeulah	do	A. J. Strassburger.	1	0	5	7	....	....
2685	Grand Rapids	Howe High School	William H. Luehr.	1	1	19	11	....	....
2686	Green Bay	High School	John A. Hancock	1	1	12	27	....	....
2687	Hartford	South Side High School.	P. T. Nelson	1	0	3	5	....	....
2688	Hazel Green	High School	H. B. Lathe	1	0	10	10	....	....
2689	Highland	do	Charles Johnson	1	0	10	15	3	1
2690	Hudson	do	Albert E. Schaub	1	1	30	30	....	....
2691	Janesville	do	Frank W. Cooley	1	4	62	93	....	....
2692	Jefferson	do	J. G. Adams	1	1	9	7	....	....
2693	Kewaunee	do	Michael McMahon.	1	1	27	26	....	....
2694	Kiel	do	A. W. Dassler	1	1	7	14	....	....
2695	Lacrosse	do	Albert Handy	3	5	85	126	....	....
2696	Lake Geneva	do	J. H. Gould	1	3	15	15	....	....
2597	Lake Mills	do	H. L. Terry	1	2	14	12	....	....
2698	Lancaster	do	Clyder R. Showalter.	1	2	25	20	....	....
2699	Linden	do	Thomas Julian Jones.	0	1	2	7	....	....
2700	Lodi	do	O. J. Schuster	1	0	9	14	....	....
2701	Madison	do	Elias J. MacEwan.	3	11	126	198	48	75
2702	Manawa	Little Wolf High School.	A. M. McKinley	1	0	2	6	....	....
2703	Maintown	North Side High School.	Charles Friedel	1	2	21	52	....	....
2704	Marshall	Medina High School	Willard A. Hodge.	1	1	12	9	....	....
2705	Mansfield	High School	F. E, Hawlin	1	1	9	10	....	....
2706	Mauston	do	W. L. Morrison	1	0	8	12	....	....
2707	Mayville	do	L. S. Kelley	1	1	14	16	....	....
2708	Mazomanie	do	R. F. Skiff	1	2	10	20	....	....
2709	Menasha	do	H. J. Evans	1	1	12	21	....	....
2710	Menomonie	High School (dept.)	R. B. Dudgeon	2	0	20	21	....	....
2711	Merrill	High School	H. J. Bowell	1	1	15	20	....	....
2712	Merrillan	do	T. H. Lage	1	0	2	6	....	....
2713	Middleton	do	Gottlieb Wehrle	1	0	15	16	0	2
2714	Milwaukee	do	Geo. W. Peckham.	9	9	272	345	....	....
2715	Mineral Point	do	A. R. Jolley	1	10	20	33	....	....
2716	Monroe	do	J. A. Mitchell	2	1	38	58	5	10
2717	Montello	do	F. W. Meisnest	1	0	15	8	....	....

public high schools—Continued.

Number preparing for college scientific course.		Total number of graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
----	----	3	0	0	0	0	0	0	0	0	2	6	0	4	0	3	0	0	0	0	2660
----	----	7	0	0	0	0	0	0	0	0	6	15	3	4	3	4	0	0	0	0	2661
----	----	----	0	0	0	0	0	0	0	0	5	5	5	4	0	0	5	4	0	0	2662
----	----	----	3	12	0	0	0	0	10	3	52	73	6	7	6	7	0	0	18	18	2663
----	----	4	0	0	0	0	0	0	0	0	2	7	1	3	1	3	0	0	2	3	3664
----	----	1	0	0	0	0	0	0	0	0	0	6	0	1	0	1	0	0	0	0	2665
2	2	9	0	0	0	0	0	0	0	0	6	4	5	4	5	4	5	4	0	0	2666
2	5	5	9	18	0	0	0	0	0	0	10	23	3	3	5	8	0	0	2	3	2667
0	1	5	6	12	0	0	0	0	3	9	12	18	0	10	3	4	0	0	4	8	2668
----	----	2	10	22	0	0	0	0	2	6	0	0	3	8	4	2	0	4	4	2	2669
7	5	4	10	14	0	0	0	0	1	2	5	9	5	7	10	5	0	0	1	4	2670
----	----	14	4	10	0	0	0	0	2	4	19	27	10	11	10	15	0	0	10	15	2671
3	2	4	0	0	0	0	0	0	0	0	12	15	6	6	6	6	0	0	0	0	2672
3	1	6	4	2	0	0	0	0	5	3	14	15	5	3	7	5	0	0	0	0	2673
0	5	9	5	13	0	0	0	0	5	6	13	14	5	5	2	6	0	0	9	6	2674
5	2	5	18	25	0	0	0	0	12	18	10	12	9	9	13	11	6	6	13	11	2675
2	1	6	0	0	0	0	0	0	6	10	0	0	2	4	2	4	0	0	1	3	2676
----	----	----	0	0	0	0	0	0	0	0	5	3	5	3	5	3	0	0	0	0	2677
----	----	5	0	0	0	0	0	0	0	0	5	3	3	2	2	3	0	0	0	0	2678
----	----	15	22	44	1	2	0	0	10	13	24	34	15	21	19	22	6	7	8	4	2679
----	----	16	19	18	0	0	0	0	10	21	9	8	8	13	8	10	8	12	0	0	2680
1	0	5	0	0	0	0	0	0	0	0	3	11	1	4	2	5	0	0	3	7	2681
----	----	7	0	0	0	0	0	0	0	0	7	3	4	3	5	3	0	0	0	0	2682
----	----	----	0	0	0	0	0	0	0	0	2	6	1	2	0	0	0	0	0	0	2683
----	----	1	0	0	0	0	0	0	0	0	5	7	2	3	3	4	0	0	3	0	2684
----	----	9	0	0	0	0	0	0	3	5	13	9	9	4	10	4	0	0	13	10	2685
----	----	8	15	25	0	0	0	0	4	14	8	22	2	6	3	6	2	6	0	0	2686
----	----	1	0	0	0	0	0	0	0	0	3	5	2	5	0	0	0	0	2	3	2687
----	----	1	0	0	0	0	0	0	0	0	4	4	5	5	5	5	0	0	5	5	2688
3	0	2	0	0	0	0	0	0	0	0	5	8	4	2	4	2	0	0	5	6	2689
----	----	1	6	9	0	0	0	0	3	4	4	7	5	6	8	7	0	4	7	7	2690
----	----	16	20	50	0	0	0	0	15	25	15	25	8	14	25	35	4	17	4	18	2691
----	----	----	0	0	0	0	0	0	0	0	7	4	2	3	0	0	0	0	0	0	2692
2	2	8	0	0	0	0	0	0	0	0	20	20	3	5	9	11	0	0	3	5	2693
----	----	7	0	0	0	0	0	0	5	3	3	14	3	8	3	9	0	0	3	8	2694
----	----	11	56	91	4	8	0	0	29	27	59	87	14	14	43	54	4	6	19	22	2695
----	----	2	6	3	0	0	0	0	9	11	11	4	4	2	7	2	0	0	5	5	2696
----	----	3	0	0	0	0	0	0	0	0	12	12	7	6	14	6	0	0	8	6	2697
----	----	4	8	16	0	0	0	0	9	7	22	16	3	5	9	5	0	0	3	5	2698
----	----	14	0	0	0	0	0	0	0	0	1	5	2	5	2	4	0	0	0	0	2699
12	15	6	0	0	0	0	0	0	0	0	7	14	6	4	6	2	0	0	3	6	2700
24	10	36	69	98	6	8	10	32	25	44	82	116	20	30	49	80	17	16	44	69	2701
----	----	8	0	0	0	0	0	0	0	0	1	6	2	6	2	6	0	0	0	0	2702
----	----	10	3	8	0	0	0	0	0	0	20	44	2	9	2	9	2	9	1	12	2703
----	----	4	0	0	0	0	0	0	6	0	8	9	7	2	10	2	0	0	8	2	2704
3	0	----	1	0	0	0	0	0	0	0	9	10	2	0	0	0	0	0	2	1	2705
----	----	7	5	1	0	0	0	0	0	0	8	12	6	9	4	4	0	0	0	0	2706
1	0	----	1	7	0	0	0	0	10	16	5	6	1	9	0	2	0	0	1	7	2707
10	13	7	0	4	0	0	0	0	5	8	8	20	6	10	0	7	0	0	6	6	2708
----	----	8	3	7	0	0	0	0	0	3	4	8	2	7	2	8	0	0	3	8	2709
----	----	----	19	18	0	0	0	0	0	0	19	15	8	9	8	9	0	0	8	9	2710
3	2	5	1	4	0	0	0	0	0	0	8	4	8	4	7	6	0	0	10	4	2711
----	----	----	0	0	0	0	0	0	0	0	2	6	0	2	1	2	0	0	0	0	2712
----	----	----	0	0	0	0	0	0	0	0	4	4	3	0	0	0	0	0	0	0	2713
----	----	70	66	53	17	5	11	10	72	89	91	128	50	78	41	100	51	21	51	98	2714
----	----	8	10	25	0	0	0	0	0	0	4	11	3	7	2	15	0	0	3	7	2715
12	6	14	8	15	0	0	0	0	1	10	28	35	7	9	20	15	15	15	0	0	2716
----	----	3	0	0	0	0	0	0	0	0	5	3	4	2	4	1	0	0	0	0	2717

TABLE 6.—*Statistics of*

	State and post-office.	Name of institution.	Name of principal.	Number of instructors, "secondary."		Number of students in secondary grade.		Number preparing for college classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9
	WISCONSIN—continued.								
2718	Montfort	High School	J. W. Quick	1	0	21	19	....	....
2719	Mount Hope	do	F. F. Grindell	1	2	22	40	....	....
2720	Muscoda	do	Lyman H. Allen	1	1	26	20	....	....
2721	Necedah	do	Wm. F. Sell	1	1	20	36	....	....
2722	Neenah	do	C. W. Calbeen	1	2	31	45	2	4
2723	Neillsville	do	E. B. Oakley	1	2	30	62	....	....
2724	New Lisbon	do	Ben C. Parkinson	1	1	24	26	2	3
2725	New London	do	H. A. Weld	0	2	13	17	....	....
2726	New Richmond	do	W. H. Williams	1	1	31	42	....	....
2727	Oak Creek	do	John E. Roets	1	0	15	20	....	....
2728	Oconto	do	C. A. Brigden	2	0	5	39	....	....
2729	Omro	do	Frank T. Tucker	1	1	45	50	5	8
2730	Oregon	do	Arthur H. Sholtz	1	1	30	24	....	....
2731	Oshkosh	do	Rufus H. Halsey	1	5	57	82	3	3
2732	Pepin	do	D. E. Cameron	1	0	17	14	....	....
2733	Pewaukee	do	Edward W. Pryor	1	0	10	24	1	1
2734	Plymouth	do	Otto Gaffron	1	1	12	8	....	....
2735	Port Washington.	do	B. H. Meyer	1	0	6	11	....	....
2736	Potosi	do	F. K. Shuttleworth	1	1	32	36	....	....
2737	Poynette	do	James Melville	1	1	12	10	....	....
2738	Prairie du Sac	do	John Jones	1	1	14	34	....	....
2739	Prescott	do	Jas. Goldsworthy	1	1	22	36	....	....
2740	Racine	do	A. J. Volland	2	2	56	76	....	....
2741	Reedsburg	do	Allen B. West	1	1	28	35	....	....
2742	Richland Center	do	Theodore H. Harney.	1	2	51	93	--	....
2743	Ripon	do	M. H. McMahon	1	1	26	29	4	4
2744	Sauk City	do	John S. Roesler	1	1	30	28	....	....
2745	Seymore	do	Ira D. Travis	1	0	12	12	....	....
2746	Sharon	do	J. G. Skeels	1	1	10	27	....	....
2747	Shawano	do	W. H. Hickok	1	0	15	22	1	2
2748	Sheboygan Falls	do	A. W. Weber	2	0	21	25	3	3
2749	Sheboygan	do	J. E. Riordam	2	1	22	34	....	....
2750	Sparta	do	J. W. Livingston	1	3	64	87	2	6
2751	Spring Green	do	W. A. Cundy	1	1	29	39	....	....
2752	Stevens Point	do	Henry A. Simonds	1	3	53	73	....	....
2753	Stoughton	do	Alex. Carstvet	1	2	26	36	....	....
2754	Sturgeon Bay	do	Wm. O. Brown	1	1	10	11	....	....
2755	Sun Prairie	do	Ira Maynard Buell	0	2	14	26	....	....
2756	Tomah	do	G. W. Reigle	1	1	24	32	7	8
2757	Two Rivers	do	C. O. Marsh	1	1	26	15	....	....
2758	Viroqua	do	J. H. Martin	1	2	45	65	3	1
2759	Waterloo	do	W. J. Hoskins	2	1	33	26	....	....
2760	Waukesha	do	Geo. H. Reed	1	2	22	35	....	....
2761	Waupun	North Ward High School.	H. C. Curtis	1	1	15	34	....	....
2762	Wausau	High School	J. A. Eakin	1	0	23	51	....	....
2763	Wauwatosa	do	A. W. Smith	1	2	30	40	....	....
2764	West Bend	do	D. T. Keeley	1	1	27	33	....	....
2765	West De Pere	do	Charles Mains	1	1	15	28	9	10
2766	Westfield	do	Myron E. Baker	1	0	11	28	....	....
2767	West Salem	do	A. E. Buckmaster	0	2	16	22	2	1
2768	Weyauwega	do	E. E. Sheldon	1	1	16	30	....	....
2769	Whitewater	do	C. H. Sylvester	1	3	33	53	....	....
	WYOMING.								
2770	Cheyenne	High School	Cora M. McDonald	1	3	39	54	....	....
2771	Rawlins	do	J. R. Rollman	1	0	2	5	....	....

public high schools—Continued.

Number preparing for college scientific course.		Total number graduates, 1891.	Number of students pursuing—																		
			Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		German history.		
Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female	Male.	Female.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
....	....	....	0	0	0	0	0	0	0	0	2	5	1	0	2	4	0	0	0	0	2718
....	....	2	0	0	0	0	0	0	0	0	3	2	4	3	4	3	0	0	0	0	2719
....	....	5	0	0	0	0	0	0	0	0	7	3	3	2	3	2	0	0	6	4	2720
....	....	6	0	0	0	0	0	0	0	0	4	7	3	5	3	5	0	0	3	8	2721
....	....	5	14	20	0	0	0	0	1	4	24	24	9	15	5	5	0	0	5	5	2722
....	....	17	2	2	0	0	0	0	3	2	6	14	10	14	8	12	0	0	12	18	2723
....	....	....	0	0	0	0	0	0	0	0	8	2	1	0	0	0	0	0	4	2	2724
5	6	3	0	0	0	0	0	0	6	7	8	5	4	3	3	1	0	0	1	6	2725
5	8	6	0	0	0	0	0	0	0	0	6	4	2	6	2	4	0	0	1	2	2726
....	....	4	0	0	0	0	0	0	0	0	4	3	2	3	1	3	0	0	0	0	2727
....	....	7	4	30	0	0	0	0	0	0	8	0	3	7	2	7	0	0	2	7	2728
8	10	6	0	0	0	0	0	0	0	0	7	5	3	4	3	7	0	0	3	3	2729
....	....	....	0	0	0	0	0	0	0	0	13	15	6	2	5	0	0	0	6	4	2730
5	7	15	25	25	3	1	0	0	0	0	23	33	9	15	14	16	3	9	12	18	2731
....	....	2	0	0	0	0	0	0	0	0	3	3	2	1	2	1	0	0	0	0	2732
0	1	2	0	0	0	0	0	0	0	0	5	8	3	1	4	7	0	0	0	2	2733
2	3	5	0	0	0	0	0	0	0	0	9	6	3	2	3	2	0	0	3	2	2734
....	....	6	0	0	0	0	0	0	0	0	6	11	2	3	1	4	0	0	0	0	2735
....	....	2	0	0	0	0	0	0	0	0	1	8	0	4	0	4	0	0	0	0	2736
....	....	5	2	2	0	0	0	0	0	0	8	9	6	7	2	2	0	0	7	6	2737
....	....	3	0	0	0	0	0	0	0	0	7	15	4	14	1	5	0	0	1	9	2738
....	....	4	6	12	0	0	0	0	9	14	3	4	3	5	2	5	0	0	6	9	2739
....	....	19	43	43	0	0	0	0	0	0	46	56	6	10	6	8	17	20	0	0	2740
....	....	7	0	0	0	0	0	0	0	0	12	8	0	0	3	6	0	0	10	10	2741
....	....	17	0	13	0	0	0	0	0	0	13	27	10	20	10	20	0	0	4	9	2742
....	....	8	5	4	0	0	0	0	0	0	11	9	4	7	4	6	0	0	5	6	2743
....	....	3	0	0	0	0	0	0	28	28	13	7	4	6	6	8	0	0	0	0	2744
....	....	....	0	0	0	0	0	0	0	0	2	1	2	1	1	1	0	0	0	0	2745
0	4	4	1	1	0	0	0	0	0	0	2	9	2	5	0	5	0	4	0	5	2746
3	4	7	0	0	0	0	0	0	0	0	2	8	2	7	2	7	0	0	0	0	2747
....	....	4	1	5	0	0	0	0	0	0	4	5	7	5	3	1	0	0	4	8	2748
....	....	5	15	17	0	0	0	0	4	2	28	50	6	13	2	5	0	0	6	9	2749
3	2	11	28	48	0	0	0	0	19	21	14	31	14	14	7	8	4	10	14	21	2750
....	....	....	0	0	0	0	0	0	0	0	16	21	8	10	10	10	0	10	15	18	2751
....	....	15	42	51	0	0	0	0	7	14	18	16	9	14	7	9	0	0	6	10	2752
....	....	5	15	19	0	0	0	0	0	0	0	0	2	9	2	9	0	0	2	4	2753
....	....	5	0	0	0	0	0	0	0	0	4	6	2	3	3	2	3	2	5	5	2754
5	10	2	0	0	0	0	0	0	1	4	2	6	5	5	2	0	0	0	3	6	2755
25	36	6	8	13	0	0	0	0	9	14	23	22	1	6	1	6	4	8	5	9	2756
....	....	10	0	0	0	0	0	0	0	0	12	2	9	3	9	3	0	0	9	3	2757
2	0	6	5	4	0	0	0	0	4	2	20	25	8	12	9	12	0	0	10	12	2758
....	....	1	1	0	0	0	0	0	1	2	11	13	3	4	1	1	0	0	3	4	2759
....	....	6	4	3	0	0	0	0	0	0	22	29	9	13	0	6	0	0	9	13	2760
....	....	4	0	3	0	0	0	0	0	1	4	9	3	3	3	3	0	0	0	4	2761
....	....	12	0	0	0	0	0	0	0	0	10	22	6	9	3	3	0	0	7	9	2762
....	....	7	3	4	0	0	0	0	0	0	20	27	3	3	3	11	0	0	3	4	2763
2	1	3	0	0	0	0	0	0	10	6	4	4	2	1	3	2	0	0	2	2	2764
7	17	4	8	11	0	0	0	0	2	2	9	11	1	3	2	4	0	0	1	1	2765
1	3	5	0	0	0	0	0	0	0	5	4	10	0	5	0	6	0	0	0	0	2766
....	....	7	0	0	0	0	0	0	8	6	8	8	4	3	4	3	0	0	8	8	2767
1	2	7	0	0	0	0	0	0	0	0	6	6	0	12	3	12	1	6	0	0	2768
....	....	8	7	23	0	0	0	0	4	2	6	10	2	6	5	3	6	2	6	2	2769
....	....	16	14	20	0	0	0	0	0	0	23	29	6	14	6	14	6	14	9	9	2770
....	....	2	0	0	0	0	0	0	0	0	2	2	2	5	0	3	0	3	0	3	2771

TABLE 7.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS—PART I.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	ALABAMA.													
1	Anniston	Noble Institute	Miss E. V. Bristow	P. E.	0	5	0	100	......	......	......	......	1	65
2	Ashland	High School	James H. Riddle	Nonsect	2	3	65	60	15	10	40	45	......	128
3	Athens (box 90)	Trinity Normal School	Miss Mary F. Wells	Nonsect	0	2	5	9	14	0	0	0	0	185
4	Autaugaville	Autaugaville Academy	J. Bancroft	Nonsect	1	1	13	8	4	3	......	......	......	19
5	Bellville	Bellville Academy	E. J. Hardy		1	0	2	4	2	0	......	......	......	24
6	Birmingham	Bellevue Academy	J. L. Brittain	Nonsect	2	0	50	45	......	......	......	......	......	38
7	do	Oakland Academy	Z. T. Fuqua		1	0	12	10	4	5	2	0	0	20
8	do	South Highlands Academy	Joel C. Du Bose and Edwin H. Foster.	Nonsect	2	0	25	0	20	0	5	0	3	18
9	Buena Vista	High School	Claude Hardy	Baptist	1	1	30	25	13	15	6	8	......	22
10	Castleberry	do	W. O. Dewberry	Nonsect	1	1	12	19	0	2	0	0	0	40
11	Cedar Bluff	Cedar Bluff Institute	Mrs. William F. Henderson.	Nonsect	1	1	4	9	0	0	0	0	0	102
12	Centerville	Male and Female College	J. D. Cooper	Nonsect	1	2	31	32	......	......	......	......	......	25
13	Demopolis	Marengo Institute	G. F. Mellen, M. A., PH. D.	Nonsect	2	2	0	40	......	......	......	......	11	41
14	do	Marengo Military Academy	G. M. Thomas, A. M.	Nonsect	2	0	25	0	......	......	......	......	......	30
15	Elkmont	High School	Prof. Ingram		1	1	20	15	10	7	3	2	......	53
16	Fayette Court House	Male and Female Institute	M. B. Du Bose	Nonsect	0	1	15	12	8	2	1	0	......	46
17	Flint	High School	M. D. Houk	Nonsect	1	1	17	21	......	......	......	......	......	56
18	Fort Deposit	Bethel Academy	J. M. McIver	Baptist	1	1	15	20	......	......	......	......	......	35
19	Gaylesville	High School	S. L. Russell	Nonsect	2	0	28	12	......	......	......	......	0	147
20	Greensboro	Female College	D. P. Christenberry	Nonsect	1	2	0	50	......	......	......	......	5	44
21	Greenville	South Alabama Female Institute	Jos. M. Dill	Baptist	1	2	0	55	......	......	......	......	8	67
22	Harpersville	Elm Hill Academy	S. J. Strock		1	1	14	16	......	......	......	......	......	......
23	Healing Springs	Industrial High School	Rev. J. B. Hamberlin	Baptist	1	1	8	20	0	0	0	0	0	17
24	Hillsboro	Preparatory School	Henry T. Lile	Nonsect	0	1	20	10	8	2	0	0	0	21
25	Heflin	Howard Institute	M. S. Stephens	Nonsect	1	0	3	5	0	2	......	......	......	50
26	Jasper	Male and Female Institute	Percy Rowe	Nonsect	1	2	50	40	......	......	......	......	......	60
27	Leighton	Male and Female Academy	C. W. Smalling	Nonsect	1	1	20	30	10	15	0	0	4	20
28	Lineville	Lineville College	E. J. Garrison	Nonsect	2	0	25	10	......	......	......	......	......	173

29	Livingston	Military Academy	James W. A. Wright	Nonsect	1	0	35	0						74
30	Marion	Military Institute	James T. Murfee, LL. D.	Nonsect	6	0	140	0						10
31	Mobile	Evangelical Lutheran School	William Weinbach	Ev. Luth	1	0	11	12						16
32	do	St. Mary's Select School	Sister Mariana	R. C	0	2	0	58					3	35
33	do	Towle's Institute for Boys	Amos Towle	Nonsect	2	0	39	0	9	0	3	0		11
34	Montgomery	University School	J. M. Starke	Nonsect	2	0	40	0	20	0	0	0	0	23
35	Opelika	Opelika Seminary	D. M. Banks	Nonsect	1	2	0	70	0	30	0	0	13	69
36	Perdue Hill	High School	C. H. Florey	Nonsect	1	1	10	13						46
37	Piedmont	do	J. D. Duckett		1	0	11	15						71
38	Pine Apple	Moore Academy	George R. Ellis	Nonsect	1	1	16	20			0	0		50
39	Pratt Mines	Crumly High School	J. E. Strickland, A. B.		1	0	6	8	0	0	0	0		
40	do	Field's Academy	M. M. Fields		1	2	40	45						74
41	Ramer	High School	B. H. Boyd		1	1	23	16						
42	Roanoke	Normal College	George W. Stevens, A. M., president.		1	4	100	117						172
43	Rock Mills	Male and Female Academy	James Walker		2	1	16	14	4	2	1	0		
44	Rutledge	High School	J. T. Sentell and W. A. Dunn	Nonsect	2	0	48	36						55
45	Salitpa	Salitpa Academy	E. W. Coleman	Meth	1	0	4	6	4	6	5	5	9	100
46	Spring Garden	High School	W. J. Shaw, A. B.	Nonsect	1	1	10	10	2	1	0	0	5	57
47	Springville	Springville Institute	M. M. Russell	Nonsect	1	2	49	27						41
48	Stevenson	William and Emma Austin College.	M. W. Gross	Nonsect	0	2	40	50	7	15	0	0		70
49	Talladega	Talladega College	Henry S. De Forest, pres't	Cong	3	1	24	17			0	0	7	446
50	Tuscumbia	Deshler Female Institute	S. P. Rice	Nonsect	1	2	0	28	0	28				17
51	Tuskaloosa	University High School	W. H. Verner	Nonsect	2	0	60	0	30	0	20	0		25
52	Tuskegee	Military Institute	William D. Fonville	Nonsect	2	0	64	0	16	0	44	0	8	17
53	Wetumpka	Wetumpka Academy	John Savage	Nonsect	0	3	15	15						51
	ARKANSAS.													
54	Barren Fork	Mount Pleasant Academy	W. E. Randle	Nonsect	2	0	12	15						28
55	Belleville	High School	J. G. Smythe	Nonsect	1	0	18	30						125
56	Berryville	Clarke's Academy	Isaac A. Clarke		2	1	30	20	10	5	6	0		50
57	Fordyce	Conference Training School for Youths.	Granville Goodloe, M. A.	M. E. So	2	1	25	25	15	15	25	25	1	
58	Fort Smith	St. Ann's Academy	Sister M. Cecilia	R. C	1	2	7	14					1	60
59	Hamburg	High School	R. E. Rankin	Nonsect	1	1	12	16	12	8			0	132
60	Helena	Sacred Heart Academy	Sister Carmelite	R. C	0	1	0	20						84
61	Huntsville	High School	Jesse Bird	Nonsect	1	1	22	16	0	0	2	3	0	65
62	Little Rock	Arkansas Female College	Myra C. Warner	Nonsect	0	2	0	25	0	2	0	2	2	61
63	Marianna	Male and Female Institute	T. A. Hutrall	Nonsect	0	2	15	20	10	5	8	12	0	80
64	Monticello	Hinemon's University School	J. H. Hinemon	Nonsect	2	0	24	37	8	10			0	0
65	Paragould	Thompson's Classical Institute	R. S. Thompson		1	0	25	10	12	4	0	0	0	0
66	Pea Ridge	Pea Ridge College	J. R. Roberts		1	1	20	10					2	150
67	Poplar Grove	Male and Female Institute	H. S. Davidson		1	0	8	4	0	1				30
68	Prairie Grove	Prairie Grove Institute	S. M. Godbey	M. E. So	1	1	15	7						90
69	Quitman	Male and Female College	Rev. O. H. Tucker	M. E. So	3	0	20	10						
70	Rogers	Rogers Academy	J. W. Scroggs	Cong	0	2	18	20					3	45
71	Shoal Creek	St. Scholastia's Academy	Mother M. Meinard	R. C	0	1	0	15	0	4	0	0		18
72	Spielerville	St. Benedict College	P. Gall	R. C	1	0	4	0	0	0				2
73	Stuttgart	Normal Institute	J. G. Millsops	M. E. So	1	1	6	10						19
74	Yellville	Yellville Institute	Thomas W. Harris	M. E. So	2	1	20	15						60

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	CALIFORNIA.													
75	Anaheim	St. Catherine's Academy	Mother Felicitas	R. C	1	1	2	5	0	0	0	0	0	70
76	Belmont	Belmont School	W. T. Reid	Nonsect	1	1	41	1	24	0	17	1	11	36
77	Berkeley	Boone's University School	Philips R. Boone	Nonsect	3	0	30	0	2	0	20	0	12	0
78	do	Bowens' Academy	Thomas S. Bowens, M. A.	Nonsect	1	1	23	1	8	1	16	0	8	......
79	do	Miss Head's School	Miss Anna Head	Epis	1	1	2	9	0	1	2	8	2	33
80	do	St. Joseph's Academy		R. C	0	3	16	28	3	3	9	7	0	0
81	Bishop	Inyo Academy	William G. Dixon	M. E	1	1	10	12	4	1	1	2	2	10
82	Chico	Chico Academy	Rev. J. M. Woodman	Nonsect	1	1	7	7	0	0	1	0	1	31
83	Claremont	Pomona College and Preparatory School.	Prof. Edwin C. Norton	Cong	3	1	35	22	15	6	5	0	17	25
84	Eureka	Academy and Business College	Neil S. Phelps		1	2	15	20	0	0	8	4	......	45
85	Glendale	St. Hilda's School	Rev. John D. Easter, D. D., PH. D.	P. E	1	1	0	15	......	......	......	......	1	13
86	Healdsburg	Healdsburg College	William C. Grainger	7-Day Ad	6	0	49	33	2	0	......	......	......	63
87	Lakeport	Lakeport Academy	John Overholser	Nonsect	1	2	30	35	2	3	8	0	0	0
88	Livermore	Livermore Academy	J. D. Smith	Nonsect	1	0	10	9	0	1	......	......	4	21
89	Marysville	College of Notre Dame	Sister Marie Alénie	R. C	0	2	0	12	0	0	0	12	4	112
90	Merced	Merced Academy	Rev. Albert McCalla, PH. D.	Nonsect	2	1	17	15	0	0	5	2	0	21
91	Napa	Oak Mound School	F. O. Mower	Nonsect	2	1	30	0	0	0	12	0	4	42
92	North Temescal	St. Lawrence School	Sister M. Ida	R. C	0	1	0	5	......	......	......	......	......	118
93	Oakland	Miss Bisbee's School	Miss S. B. Bisbee	Nonsect	0	2	0	20	......	......	......	......	......	12
94	do	Convent of Our Lady of the Sacred Heart.	Mother Elizabeth, superior provincial.	R. C	0	3	0	35	0	0	0	0	10	78
95	do	Field Seminary	Mrs. W. B. Hyde	Nonsect	1	4	0	80	......	......	0	6	2	40
96	do	Hopkins Academy	W. W. Anderson	Cong	4	0	50	0	4	0	......	......	0	12
97	do	Miss Horton's School	Miss W. Sarah Horton	Nonsect	1	2	12	20	......	......	......	......	0	40
98	do	St. Francis de Sales School	Sister M. Celestine	R. C	0	2	0	12	0	40	......	......	1	80
99	do	Snell Seminary	Miss Mary E. Snell		3	7	0	108	0	0	0	4	0	0
100	Petaluma	St. Vincent's Academy	Sister Mary Gonzaga	R. C	0	1	0	4	......	......	......	......	1	104
101	Red Bluff	Academy of Our Lady of Mercy	Sister Mary Frances	R. C	1	2	0	25	......	......	......	......	......	45

102	Redlands	Bellevue Academy	Horace A. Brown, LL. B.	Nonsect	0	1	25	17	9	2	4	0	2	12
103	Sacramento	Sacramento Institute	Brother Bosonis	R. C	4	0	42	0	......	......	4	0	......	253
104	San Bernardino	Academy and Business College	D. B. Sturges	Nonsect	2	1	20	11	8	3	......	......	3	11
105	do	St. Catherine's Convent	Sister Carmen Dive	R. C	0	2	0	20	0	10	0	0	......	115
106	San Diego	Academy of Our Lady of Peace	Sisters of St. Joseph	R. C	0	6	0	80	......	......	......	......	1	80
107	San Francisco	Irving Institute	Rev. Edwards B. Church, A. M.	P. E	3	4	0	88	......	......	......	......	16	47
108	do	Miss Lake's School (girls)	Miss Mary Lake	Nonsect	2	12	0	150	0	0	0	0	12	55
109	do	Oxford House (boys)	W. W. Gascoque	Nonsect	2	0	12	0	2	0	0	0	......	4
110	do	Presentation Convent	Sister Mary Josephine	R. C	0	2	0	17	......	......	......	......	5	433
111	do	Sacred Heart College	Rev. Brother Genebern	R. C	7	0	150	0	80	0	......	......	......	250
112	do	St. Joseph's School	Brother George Albert	R. C	1	0	9	0	0	0	......	......	3	430
113	do	Trinity School	Rev. E. B. Spalding, L. H. D.	Epis	4	0	33	0	0	0	0	0	7	36
114	do	Urban School	Nathan W. Moore	Nonsect	4	0	48	0	30	0	5	0	3	35
115	San Francisco (1222 Pine St.)	Van Ness Young Ladies Seminary	S. H. Willey	Nonsect	0	2	0	45	......	......	......	......	......	15
116	San Francisco	Miss West's School (girls)	Miss Mary B. West	Nonsect	2	2	0	50	0	3	0	0	......	135
117	San Jose	St. Joseph's College (boys)	Rev. B. Calzia, S. J.	R. C	4	0	30	0	30	0	......	......	0	0
118	San Leandro	St. Mary's Academy	Sister M. Aquin	R. C	0	2	0	25	......	......	......	......	......	151
119	San Luis Obispo	Academy of Immaculate Heart of Mary.	Mother Mencia	R. C	1	1	10	15	0	0	......	......	0	40
120	San Mateo	St. Matthew's Hall	Rev. Alfred Lee Brewer, M. A.	P. E	3	0	30	0	......	......	......	......	4	86
121	Santa Clara	Academy of Our Lady of Angels		R. C	0	2	0	15	......	......	......	......	......	180
122	Santa Cruz	School of the Holy Cross	Sister Marie	R. C	0	1	0	11	......	......	......	......	3	148
123	do	Young Ladies Seminary	P. Pioda	Nonsect	1	1	0	9	0	0	0	0	0	21
124	Santa Rosa	Santa Rosa Seminary	Miss Martha E. Chase	Presb	0	2	0	30	......	......	......	......	......	21
125	do	Ursuline Academy	Sister Agatha	R. C	0	3	0	18	......	......	......	......	3	8
126	Ukiah	Sacred Heart Convent of Mercy	Sisters of Mercy	R. C	1	0	2	4	0	0	0	0	0	9
127	Vacaville	Vacaville Academy		Cong	1	0	4	6	0	0	0	0	0	0
128	Vallejo	The Irma	John M. Chase	Nonsect	0	2	0	30	0	3	0	2	2	8
129	do	St. Vincent's Convent School	Sister Mary Agnes Cahill	R. C	0	2	0	16	......	......	......	......	......	185
130	West Oakland	St. Joseph's Institute	Sister F. Xavier	R. C	0	2	0	25	0	25	0	0	0	380
	COLORADO.													
131	Canyon City	Mount St. Scholastica's Academy	Sister Mary Rose	R. C	0	2	0	20	0	20	......	......	0	16
132	Colorado Springs	Cutler Academy	Wm. F. Slocum	Nonsect	9	1	56	28	56	28	0	0	......	0
133	Denver	College of the Sacred Heart	S. Personè, S. J.	R. C	9	0	89	0	0	0	0	0	......	20
134	do	Jarvis Hall Military Academy	Rev. W. C. Bradshaw	Epis	4	0	44	0	20	0	20	0	7	70
135	do	Sacred Heart School	Rev. John B. Guida, S. J.		0	2	11	25	......	......	......	......	......	360
136	do	Wolfe Hall	Miss Frances M. Buchan	Epis	0	6	0	75	0	2	......	......	......	......
137	Longmont	Longmont Academy	Rev. Geo. T. Crissman, D. D.	Presb	2	1	17	20	3	1	1	4	0	0
138	Pueblo	Collegiate Institute	Nelson B. Henry	M. E. So	1	1	15	10	......	......	......	......	......	20
139	Salida	Presbyterian Academy	W. S. Steele	Presb	1	1	10	12	......	......	0	0	0	56
140	Trinidad	Tillotson Academy	Henry E. Gordon	Cong	0	1	15	30	3	4	5	13	0	12
	CONNECTICUT.													
141	Baltic	Academy of Holy Family	Sister Mary Carine	R. C	0	2	0	30	......	......	......	......	2	......
142	Black Hall	Black Hall School	Charles G. Bartlett	Epis	1	0	15	0	5	0	6	0	3	3
143	Bridgeport	Hillside Seminary	Miss Annie J. Stone and Mrs. M. S. Hopson.		0	2	0	24	0	1	......	......	......	46
144	do	Park Avenue Institute	Seth B. Jones	Nonsect	2	0	25	0	6	0	19	0	6	35

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	CONNECTICUT—cont'd													
145	Brookfield Center	The Curtis School	Frederick S. Curtis, PH. D.	Nonsect	1	1	5	1	0	1	0	7	......	10
146	Cheshire	Episcopal Academy of Connecticut.	Rev. S. J. Horton, D. D.	P. E	5	0	60	0	12	0	8	0	12	0
147	Colchester	Bacon Academy	James R. Tucker, A. B.	Nonsect	1	1	32	17	4	8	1	0	4	0
148	Danbury	Private Day School	Mrs. Burke	......	0	2	0	26	......	......	......	......	......	36
149	Darien	Elmwood School	Miss Myra J. Davis	Nonsect	1	1	16	15	3	3	2	0	......	26
150	Fairfield	Fairfield Academy	Francis H. Brewer	Nonsect	1	1	16	4	3	0	2	0	1	10
151	Hamden	Rectory School	Rev. Haynes L. Everest, M. A.	P. E	2	0	25	0	1	0	6	0	0	16
152	Hartford (1214 Asylum ave.)	Woodside Seminary	Sarah J. Smith (Miss)	Epis	1	1	0	35	0	3	0	0	0	4
153	Lakeville	St. Joseph's Academy	Sister Mary Joseph	R. C	0	1	0	10	......	......	......	......	2	20
154	Lyme	The Griswold School	Miss Florence Griswold	Nonsect	0	2	0	9	......	......	......	......	......	......
155	Mystic	Mystic Valley English and Classical Institute	John K. Bucklyn, A. M., LL. D.	Nonsect	1	1	22	9	3	2	4	1	3	3
156	New Canaan	New Canaan Institute	Mrs. E. F. Ayres	Nonsect	1	1	10	10	2	4	......	......	......	10
157	New Haven	Elderage School	Misses E. C. & S. G. Bangs	Nonsect	0	2	0	20	0	0	0	0	0	14
158	....do	Hopkins Grammar School	George L. Fox	......	4	0	76	0	42	0	34	0	22	......
159	....do	Miss Johnstone's School	Miss Johnstone	Nonsect	1	5	0	21	0	3	0	2	3	0
160	....do	New Grammar School	Joseph Giles	......	1	0	20	0	......	......	......	......	......	30
161	....do	School of Misses Orton & Nichols.	Miss Rebecca Orton, Miss Emily Rutledge Nichols	Epis	1	5	0	77	......	......	......	......	......	25
162	New Haven (56 Hillhouse ave.)	West End Institute	Mrs. and Miss Cady	Cong	1	5	0	55	0	6	......	......	8	20
163	New London	Bulkeley School	Walter A. Towne	Nonsect	3	0	55	0	8	0	2	0	8	0
164	New Preston	Upson Seminary	Rev. Henry Upson	Cong	2	0	14	2	4	0	2	0	6	5
165	Newtown	Newtown Academy	Pennington E. Cliff	Nonsect	2	0	13	19	8	3	0	0	0	9
166	Norfolk	The Robbins School	Howard W. Carter, A. M	Nonsect	2	3	24	17	8	0	5	4	6	0
167	Norwalk	Miss Baird's Institute	Miss Cornelia F. Baird	......	0	2	0	20	......	......	......	......	......	28
168	Norwalk (Hillside)	Mrs. Meade's School for Girls and Young Ladies.	Mrs. Melville E. Mead	Nonsect	0	2	0	12	0	0	0	4	......	......

169	Norwich	Norwich Free Academy	Robert P. Keep, PH. D.	Nonsect	5	5	115	125	40	15	8	0		7
170	Simsbury	McLean Seminary	J. B. McLean	Nonsect	2	4	12	46					5	5
171	Stamford	School for Boys	Hiram A. King	Nonsect	5	0	60	50					11	30
172	Suffield	Connecticut Literary Institute	Rev. Walter Scott, A. M	Baptist	7	5	70	0					16	
173	Washington	The Gunnery	John C. Brinsmade	Nonsect	2	4	42	14						
174	Westport	Staples High School	Henry S. Pratt		1	2	12	23	0	0	1	0	4	53
175	Wilton	Wilton Academy	Edward Olmstead	Nonsect	1	0	12	5	3	3	1	1		
176	do	Wilton Boarding Academy	Augustus Whitlock	Nonsect	1	0	28	0						12
177	do	The Wilton Boarding School	C. W. Whitlock	Nonsect	1	1	25	0	5	0	1	0	2	15
178	Windsor	Young Ladies Institute	Miss J. S. Williams	Nonsect	0	3	0	25	2	0			7	27
179	Woodbury	Parker Academy	Edgar H. Grout		1	1	4	8	2	3	1	0		
180	Woodstock	Woodstock Academy	E. R. Hall	Nonsect	1	1	29	10	1	1	1	0	0	0
	DISTRICT OF COLUMBIA.													
181	Georgetown	Linthicum Institute	Edwin B. Hay	Nonsect	5	0	80	0						
182	Washington	Academy of the Visitation	Sisters of the Visitation	R. C	0	3	0	75						
183	Washington (621 Seventh st. NW.).	Arlington Academy	Burton Macafee, A. M., M. D.	Nonsect	3	0	20	0	7	0				0
184	Washington, (1835 H st. NW.).	The Columbian College Preparatory School.	A. P. Montague, PH. D	Nonsect.	10	0	95	0	60	0	20	0	28	0
185	Washington	Emerson Institute	Chas. B. Young	Nonsect	5	0	75	0	25	0	15	0	13	25
186	Washington	Gonzaga College	Cornelius Gillespie, S. J	R. C	4	0	100	0						125
187	Washington (1312 Massachus'ts ave.)	Holy Cross Academy	Sisters of the Holy Cross	R. C	0	4	0	100					0	75
188	Washington	Hunt's Preparatory School	J. W. Hunt	Nonsect	1	0	9	0	2	0	2	0	0	8
189	Washington	Norwood Institute	Mr. and Mrs. Wm. D. Cabell	Nonsect	4	8	75	0	0	0	0	2		25
190	Washington	St. Cecelia's Academy	Sister M. Aquina	R. C	0	2	0	18						117
191	Washington	St. John's College	Rev. Bro. Fabrician	R. C	6	0	62	0						90
	DELAWARE.													
192	Dover	Wilmington Conference Academy.	W. L. Gooding	Meth	5	2	50	40	5	0	5	0	9	18
193	Milford	Classical Academy	W. S. Stevens	Nonsect	1	2	17	18	5	4			0	19
194	Newark	Newark Academy and Delaware Normal School.	Levin I. Handy	Nonsect	1	3	25	22					6	40
195	Wilmington	The Academy of the Visitation	Mother M. Baptista Mack	R. C	0	2	0	40						
196	Wilmington, (Fourth and West sts.).	Friend's School	Isaac T. Johnson	Friends	3	2	40	45	4	1	1	0	5	211
	FLORIDA.													
197	Crystal River	Normal Park	Mrs. L. A. Bennett	Nonsect	0	1	7	5						
198	Gainesville	Boarding and Day School	Miss Tebeau	Epis	0	2	0	25						50
199	Jacksonville	Cookman Institute	Rev. Samuel B. Darnell, B. D	Meth. Epis.	1	3	19	17					4	
200	Jasper	Normal Institute	J. M. Guilliams	Nonsect	1	1	10	8	10	5	3	0		95
201	Key West	Convent of Mary Immaculate	Sr. M. Delphine, superintendent.	R. C	0	2	0	42	0	0	0	0	2	310
202	Lake City	Lake City Institute	W. H. Woodall	Baptist	1	2	0	35					4	75
203	Live Oak	Florida Institute	Rev. H. B. Lawrence	Baptist	1	1	4	3	0	0	4	3		98

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	CONNECTICUT—cont'd													
145	Brookfield Center	The Curtis School	Frederick S. Curtis, PH. D.	Nonsect	1	1	5	1	0	1	0	7	......	10
146	Cheshire	Episcopal Academy of Connecticut.	Rev. S. J. Horton, D. D.	P. E.	5	0	60	0	12	0	8	0	12	0
147	Colchester	Bacon Academy	James R. Tucker, A. B.	Nonsect	1	1	32	17	4	3	1	0	4	0
148	Danbury	Private Day School	Mrs. Burke	......	0	2	0	26	......	......	......	......	......	36
149	Darien	Elmwood School	Miss Myra J. Davis	Nonsect	1	1	16	15	3	2	2	0	......	26
150	Fairfield	Fairfield Academy	Francis H. Brewer	Nonsect	1	1	16	4	3	0	2	0	1	10
151	Hamden	Rectory School	Rev. Haynes L. Everest, M. A.	P. E.	2	0	25	0	1	0	6	0	0	16
152	Hartford (1214 Asylum ave.)	Woodside Seminary	Sarah J. Smith (Miss)	Epis	1	1	0	35	0	3	0	0	0	4
153	Lakeville	St. Joseph's Academy	Sister Mary Joseph	R. C.	0	1	0	10	......	......	......	......	2	20
154	Lyme	The Griswold School	Miss Florence Griswold	Nonsect	0	2	0	9	......	......	......	......	......	......
155	Mystic	Mystic Valley English and Classical Institute	John K. Bucklyn, A. M., LL. D.	Nonsect	1	1	22	9	3	2	4	1	3	3
156	New Canaan	New Canaan Institute	Mrs. E. F. Ayres	Nonsect	1	1	10	10	2	4	......	......	......	10
157	New Haven	Elderage School	Misses E. C. & S. G. Bangs	Nonsect	0	2	0	20	0	0	0	0	0	14
158	...do	Hopkins Grammar School	George L. Fox	......	4	0	76	0	42	0	34	0	22	......
159	...do	Miss Johnstone's School	Miss Johnstone	Nonsect	1	5	0	21	0	3	0	2	3	0
160	...do	New Grammar School	Joseph Giles	......	1	0	20	0	......	......	......	......	......	30
161	...do	School of Misses Orton & Nichols.	Miss Rebecca Orton, Miss Emily Rutledge Nichols	Epis	1	5	0	77	......	......	......	......	......	25
162	New Haven (56 Hillhouse ave.)	West End Institute	Mrs. and Miss Cady	Cong	1	5	0	55	0	6	......	......	8	20
163	New London	Bulkeley School	Walter A. Towne	Nonsect	3	0	55	0	3	0	2	0	8	0
164	New Preston	Upson Seminary	Rev. Henry Upson	Cong	2	0	14	2	4	0	2	0	6	5
165	Newtown	Newtown Academy	Pennington E. Cliff	Nonsect	2	0	13	19	3	3	0	0	0	9
166	Norfolk	The Robbins School	Howard W. Carter, A. M.	Nonsect	2	3	24	17	3	0	5	4	6	0
167	Norwalk	Miss Baird's Institute	Miss Cornelia F. Baird	......	0	2	0	20	......	......	......	......	......	28
168	Norwalk (Hillside)	Mrs. Meade's School for Girls and Young Ladies.	Mrs. Melville E. Mead	Nonsect	0	2	0	12	0	0	0	4	......	......

169	Norwich	Norwich Free Academy	Robert P. Keep, PH. D.	Nonsect	5	5	115	125	40	15	8	0	......	7
170	Simsbury	McLean Seminary	J. B. McLean	Nonsect	2	4	12	46	......	......	......	......	5	5
171	Stamford	School for Boys	Hiram A. King	Nonsect	5	0	60	50	......	......	......	......	11	30
172	Suffield	Connecticut Literary Institute	Rev. Walter Scott, A. M	Baptist	7	5	70	0	......	......	......	......	16	......
173	Washington	The Gunnery	John C. Brinsmade	Nonsect	2	4	42	14	......	......	......	......	......	......
174	Westport	Staples High School	Henry S. Pratt	......	1	2	12	23	0	0	1	0	4	53
175	Wilton	Wilton Academy	Edward Olmstead	Nonsect	1	0	12	5	3	3	1	1	......	......
176	......do	Wilton Boarding Academy	Augustus Whitlock	Nonsect	1	0	28	0	......	......	......	......	......	12
177	......do	The Wilton Boarding School	C. W. Whitlock	Nonsect	1	1	25	0	5	0	1	0	2	15
178	Windsor	Young Ladies Institute	Miss J. S. Williams	Nonsect	0	3	0	25	2	0	......	......	7	27
179	Woodbury	Parker Academy	Edgar H. Grout	......	1	1	4	8	2	3	1	0	......	......
180	Woodstock	Woodstock Academy	E. R. Hall	Nonsect	1	1	29	10	1	1	1	0	0	0
	DISTRICT OF COLUMBIA.													
181	Georgetown	Linthicum Institute	Edwin B. Hay	Nonsect	5	0	80	0	......	......	......	......	......	......
182	Washington	Academy of the Visitation	Sisters of the Visitation	R. C	0	3	0	75	......	......	......	......	......	......
183	Washington (621 Seventh st. NW.).	Arlington Academy	Burton Macafee, A. M., M. D.	Nonsect	3	0	20	0	7	0	......	......	......	0
184	Washington, (1335 H st. NW.).	The Columbian College Preparatory School.	A. P. Montague, PH. D	Nonsect.	10	0	95	0	60	0	20	0	28	0
185	Washington	Emerson Institute	Chas. B. Young	Nonsect	5	0	75	0	25	0	15	0	13	25
186	Washington	Gonzaga College	Cornelius Gillespie, S. J	R. C	4	0	100	0	......	......	......	......	......	125
187	Washington (1312 Massachus'ts ave.)	Holy Cross Academy	Sisters of the Holy Cross	R. C	0	4	0	100	......	......	......	......	0	75
188	Washington	Hunt's Preparatory School	J. W. Hunt	Nonsect	1	0	9	0	2	0	2	0	0	8
189	Washington	Norwood Institute	Mr. and Mrs. Wm. D. Cabell	Nonsect	4	8	75	0	0	0	0	2	......	25
190	Washington	St. Cecelia's Academy	Sister M. Aquina	R. C	0	2	0	18	......	......	......	......	......	117
191	Washington	St. John's College	Rev. Bro. Fabrician	R. C	6	0	62	0	......	......	......	......	......	90
	DELAWARE.													
192	Dover	Wilmington Conference Academy.	W. L. Gooding	Meth	5	2	50	40	5	0	5	0	9	18
193	Milford	Classical Academy	W. S. Stevens	Nonsect	1	2	17	18	5	4	......	......	0	19
194	Newark	Newark Academy and Delaware Normal School.	Levin I. Handy	Nonsect	1	3	25	22	......	......	......	......	6	40
195	Wilmington	The Academy of the Visitation	Mother M. Baptista Mack	R. C	0	2	0	40	......	......	......	......	......	......
196	Wilmington, (Fourth and West sts.).	Friend's School	Isaac T. Johnson	Friends	3	2	40	45	4	1	1	0	5	211
	FLORIDA.													
197	Crystal River	Normal Park	Mrs. L. A. Bennett	Nonsect	0	1	7	5	......	......	......	......	......	......
198	Gainesville	Boarding and Day School	Miss Tebeau	Epis	0	2	0	25	......	......	......	......	......	50
199	Jacksonville	Cookman Institute	Rev. Samuel B. Darnell, B. D	Meth. Epis.	1	3	19	17	......	......	......	......	4	......
200	Jasper	Normal Institute	J. M. Guilliams	Nonsect	1	1	10	8	10	5	8	0	......	95
201	Key West	Convent of Mary Immaculate	Sr. M. Delphine, superintendent.	R. C	0	2	0	42	0	0	0	0	2	310
202	Lake City	Lake City Institute	W. H. Woodall	Baptist	1	2	0	35	......	......	......	......	4	75
203	Live Oak	Florida Institute	Rev. H. B. Lawrence	Baptist	1	1	4	3	0	0	4	3	......	98

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	FLORIDA—continued.													
204	Orlando	Abbott School	Mrs. C. A. Abbott	Nonsect	0	1	5	5	4	0	0	6		30
205	St. Leo	St. Leo's College	Rev. F. Charles, O. ST. B.	R. C	2	0	15	0						16
206	San Antonio	Holy Name Academy	Rev. Mother Dolorosa, O. ST. B.	R. C	0	3	2	16	1	0			0	26
207	Tampa	Convent of the Holy Names of Jesus and Mary.	Mother Theophila, superintendent.	R. C	1	2	4	32						98
	GEORGIA.													
208	Albany	Albany Academy	Z. I. Fitzpatrick		1	0	16	15						223
209	Athens	Home School for Young Ladies	Miss C. Sosnowski	Nonsect	0	2	0	35					1	25
210	Atlanta	Baptist Seminary	George Sale	Baptist	2	0	30	0	10	0			6	85
211	do	Gordon School	De Witt C. Ingle	Nonsect	7	0	70	0	6	0	12	0	0	30
212	do	Spelman Seminary	Misses S. B. Packard and H. E. Giles.	Baptist	0	12	0	102					16	740
213	do	Washington Seminary	Mrs. Baylor Stewart	Nonsect	1	5	0	160						80
214	Atlanta (West End)	West End Academy	E. C. Merry	Nonsect	1	1	16	15	10	8	4	0	10	219
215	Augusta	Academy of Richmond County	Col. Withrow	Nonsect	3	0	140	0					17	0
216	do	St. Mary's Academy	Mother Jane Frances	R. C.	0	8	0	44	0	0	0	0	8	210
217	Austell	High School	N. A. Fessenden	Nonsect	0	2	24	18	4	0	0	0	0	97
218	Avalon	Martin High School	John N. Holder	Nonsect	1	1	14	5	4	3	0	0		63
219	Bairdstown	Bairdstown Academy	P. M. Cheney		0	1	18	13	3	2	2	0	10	41
220	Barnesville	Gordon Institute	J. M. Pound		8	6	140	150					17	70
221	Blakely	Blakely Institute	A. W. Lane	Nonsect	1	0	13	16	5	3	1	0	3	147
222	Cadley	Felt's Academy	J. B. Carter	Nonsect	1	0	3	6	0	0	0	0	0	35
223	Cartersville	West End Institute	Mrs. J. W. Harris	Nonsect	0	4	35	25	2	4	1	4	4	25
224	Cave Spring	Female Seminary (Hearn)	P. J. King	Baptist	1	0	10	10	0	5	0	2	0	15
225	Cave Spring	Hearn Institute	Rev. J. W. Smith	Baptist	1	1	26	0	1	0				36
226	Cedar Grove	St. Mary's Institute	John Y. Wood	Nonsect	2	2	40	82	12	7	7	4	43	40
227	Cedar Hill	County Line Academy	C. M. Thompson	Nonsect	1	1	8	22	0	0	0	0	0	90

228	Centerville	Centerville Academy	W. H. Summers	Nonsect	1	1	8	12	0	0	0	0	0	69
229	Cleveland	Cleveland Academy	T. H. Seabolt	Nonsect	1	1	8	10	0	0	0	0	0	99
230	Cochran	Ebenezer College	W. B. Seals	Baptist	2	4	38	39	......	......	......	......	0	54
231	Columbus	Chappell College	J. Harris Chappell	Nonsect	2	4	0	148	......	......	......	......	......	36
232	do	Select School for Girls	Mrs. Spencer, Miss Backus		5	2	0	20	......	......	......	......	......	......
233	Crawford	Crawford Academy	A. S. Rhodes	Nonsect	1	1	15	12	4	3	2	0	......	23
234	Culloden	Culloden Institute	A. J. McAfee	Nonsect	2	0	30	11	......	......	......	......	......	15
235	Decatur	Decatur Academy	—— Campbell		1	0	20	0	8	0	......	......	......	24
236	Dixie	Dixie Academy	H. C. Ramsey	Nonsect	1	0	7	12	......	......	......	......	......	53
237	Doyle	School for Boys and Girls	J. M. Callum	Nonsect	1	0	18	15	3	3	1	0	0	54
238	Eastman	High School	Reuben J. Strozier		2	0	20	30	2	5	1	0	7	100
239	Ellaville	do			1	0	10	11	......	......	......	......	......	43
240	Ellijay	Ellijay Seminary	Rev. J. E. Tallant, A. M	M. E	1	0	14	7	0	0	0	0	0	241
241	Fairburn	Male and Female School	R. L. Paine, A. B	Nonsect	1	3	45	54	......	......	......	......	......	43
242	Glennville	High School	W. N. Smith	Baptist	1	1	24	20	18	20	......	......	10	86
243	Gordon	do	—— Blynn	Nonsect	2	0	15	10	10	15	4	3	18	33
244	Green Bush	Church Academy	G. C. Ingram	Nonsect	0	2	5	7	......	......	......	......	......	125
245	Greensboro	Fuller Academy	Talfourd Smith		1	0	2	10	......	......	......	......	......	50
246	do	Thomas Stocke Institute	J. L. Caldwell	Nonsect	1	1	28	28	18	8	2	0	......	74
247	Greshamville	Greshamville Academy	L. J. Cheely	Nonsect	1	1	15	6	......	......	......	......	......	40
248	Hamilton	West Georgia Agricultural and Mechanical College.	J. H. C. Gardner, A. M., PH. D.		2	3	37	34	16	0	12	14	0	81
249	Haralson	High School	J. W. Culpepper	Nonsect	1	1	37	35	6	4	2	1	0	22
250	Hinesville	Bradwell Institute	George M. Mills	Nonsect	1	0	3	10	0	0	0	0	0	22
251	Hogansville	American Academy	Thomas H. Meacham		1	0	10	6	2	1	1	1	......	23
252	Hollonville	Planters High School	J. B. Mathews	Nonsect	0	1	9	5	1	0	......	......	0	76
253	Hoschton	High School	W. R. Chamblee		1	1	10	15	2	1	1	0	1	105
254	Irwinton	Talmage Institute	William L. Abbott	Nonsect	1	0	16	20	2	2	3	0	0	65
255	Jefferson	Martin Institute	S. P. Orr	Nonsect	2	2	55	56	29	50	0	0	5	105
256	Jeffersonville	Auburn Institute	J. E. McRee	Nonsect	0	2	20	25	5	4	1	1	5	34
257	Jersey	Ragan Institute	Jas. McD. Radford	Nonsect	1	1	8	7	1	2	0	0	0	69
258	Kingston	High School	J. H. Hall		1	1	19	15	......	......	......	......	......	100
259	Lawrenceville	Lawrenceville Seminary	P. E. Davant	Nonsect	1	1	20	20	2	3	2	0	......	46
260	Lincolnton	High School	P. Zellars	Nonsect	0	1	8	8	2	1	0	0	0	97
261	McDonough	McDonough Institute	O. E. Ham	Nonsect	1	1	48	32	2	8	1	1	0	40
262	McTyeire	Young Harris College	Rev. C. C. Spence	Meth	2	2	60	40	15	10	0	0	4	20
263	Macon	Alexander Free School	Morgan L. Parker		1	1	30	20	20	10	......	......	10	81
264	do	University High School	E. H. George	Baptist	1	0	51	0	51	0	......	......	23	1
265	Marietta	Male Academy	S. V. Sanford	Nonsect	2	1	15	0	6	0	8	0	0	25
266	Marshallville	High School	J. W. Frederick	Nonsect	1	1	18	16	10	12	3	2	......	53
267	Maysville	do	H. L. Brock		1	1	8	16	1	3	0	0	2	96
268	Midville	do	George W. Wright	Nonsect	1	0	5	3	2	3	0	0	5	30
269	Monroe	Johnston Institute	John Gibson		1	1	19	26	10	11	0	0	0	131
270	Moreland	High School	Miss Connie Hartsfield	Baptist	0	1	10	8	......	......	......	......	......	48
271	Mount Zion	Mount Zion Academy	William T. Morris	M. E	1	0	3	2	3	2	0	0	0	115
272	Newman	Walker High School	Daniel Walker	Nonsect	2	1	26	24	......	......	......	......	......	57
273	Norcross	High School	T. R. Edwards		1	0	24	10	1	0	5	3	......	162
274	Pendergrass	Pendergrass Academy	Prof. W. R. Hall		1	1	40	42	4	5	0	0	0	83
275	Penfield	Mercer High School	John W. McWhorter	Baptist	0	1	10	12	8	9	0	0	8	40
276	Powelton	Male and Female School	S. N. Chapman	Nonsect	1	0	6	8	......	......	......	......	......	54
277	Reidsville	High School	J. S. McDowell	Nonsect	2	1	15	19	6	7	3	1	3	11
278	Roscoe	Alexander Stephens Academy	W. L. Stallings, B. PH	Nonsect	1	1	23	20	......	......	13	10	15	47

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	GEORGIA—continued.													
279	Rutledge	High School	A. J. Burruss	Nonsect	1	1	37	26	10	12	1	0	0	83
280	Savannah	Oglethorpe Seminary	Miss Mary Stuart Young	Nonsect	1	1	0	20	0	0	0	0	0	19
281	do	Savannah Academy	John Taliaferro	Nonsect	2	0	35	0						7
282	Senoria	Excelsior High School	R. G. Hartsfield	Babtist	1	1	16	23	0	3			0	70
283	Sharon	Secred Heart Seminary	Mother Clemence	R. C	0	1	16	0	5	0				16
284	Shellman	Shellman Institute	C. E. Grubbs	Nonsect	1	1	25	30					0	51
285	Smithville	High School	George M. Patterson		2	0	23	25	0	5				44
286	Smyrna	do	J. J. Greer		1	0	10	15						102
287	Social Circle	Social Circle Academy	W. M. Jones	Nonsect	1	2	24	39	24	32	0	0	40	47
288	Spring Hill	Eastman District High School	T. Winans Ellis	Meth	1	1	10	5						50
289	Stellaville	Stellaville High School	J. W. Dennington		1	1	27	49	10	6	2	2	0	44
290	Stilesboro	Stilesboro Academy	J. H. Sanders	Nonsect	1	2	15	11					0	69
291	Stockbridge	High School	Mrs. S. G. Hightower		0	2	10	14	10	14			13	46
292	Thomaston	R. E. Lee Institute	G. F. Oliphant	Nonsect	2	2	43	65	22	48			16	136
293	Tunnel Hill	Tunnel Hill Seminary	Rev. H. G. King		1	2	29	32	10	15	20	13		50
294	Union Point	Union Point Academy	Cecil Porter	Nonsect	1	1	6	8	1	0	0	0	0	61
295	Waco	High School	C. O. Stubbs		1	1	5	2	3	2	0	0	0	53
296	Washington	St. Joseph's Academy	Mother St. John	R. C	0	2	0	30	0	0	0	30	3	14
297	Whigham	Whigham Academy	C. C. Lowe	Nonsect	1	1	15	10	4	6	1	0	0	50
298	Whitesburg	Whitesburg Academy	W. H. Andrews	Nonsect	1	0	5	12	1	0				77
299	White Plains	Dawson Institute	J. E. Purks	Nonsect	1	1	15	20	3	7				85
300	Winterville	Winterville Academy	Geo. B. Atkisson	Nonsect	1	1	9	12	6	10	3	2	5	83
301	Zebulon	Jeff Davis Institute	W. P. Thomas	Nonsect	2	3	20	22	3	2	2	1	0	58
	IDAHO.													
302	Paris	Bear Lake Stake Academy	John H. Miles	L. D. S	2	3	34	21	0	0	0	0	21	61
	ILLINOIS.													
303	Aledo	Aledo Academy	C. F. Ansley	Nonsect	1	1	10	18	2	2	0	0	1	0

304	Alton	Ursuline Academy of the Holy Family.	Mother Theresa Gillespie	R. C	0	3	0	75	......	......	0	0	6	40
305	Anna	Union Academy of Southern Illinois.	J. W. Stephens and Rev. W. B. Minton.	Presb	2	2	50	50	2	0	0	0	15	19
306	Aurora	Academy of the Sacred Heart	Sr. del' Interieur de Marie	R. C	0	2	9	9	0	0	0	0	0	118
307	......do	Jennings Seminary	Rev. C. C. Lovejoy, A. M	M. E	4	3	93	85	5	4	18	22	27	0
308	Bunker Hill	Academy and Boys' Home School.	S. L. Stiver	Cong	3	3	25	14	5	0	5	2	0	6
309	Bushnell	Western Normal College and Commercial Institute.	W. M. Evans	Nonsect	8	4	273	274	0	0	0	0	15	0
310	Chicago	Dearborn Seminary	Zainglius Grove	Nonsect	1	7	0	69	0	5	0	0	6	31
311	......do	Girls' Higher School	Miss R. S. Rice, A. M., and Miss M. E. Beedy, A. M.	Nonsect	0	3	0	36	0	5	0	12	0	87
312	Chicago (247-249 Dearborn ave.).	Grant Collegiate Institute	Miss Mary A. Mineah, A. M	Nonsect	0	5	0	75	0	30	......	......	10	60
313	Chicago	The Harvard School	John J. Schobinger, John C. Grant.	Nonsect	6	1	100	0	40	0	20	0	20	42
314	Chicago (5001 Lake ave.).	Kenwood Institute	Miss Helen E. Starrett, Miss Annie E. Butts.	Evang'l	0	6	5	60	0	18	0	40	8	75
315	Chicago (38 Scott st.)	Kirkland School	Miss E. S. Kirkland	......	0	2	0	35	0	0	......	......	......	......
316	Chicago (2535 Prairie ave.)	The Loring School	S. D. Loring, M. L. Loring	Nonsect	0	6	0	65	......	......	......	......	......	60
317	Chicago (222 Ashland boulevard).	St. Margaret's School	Miss Virginia Sayre	Epis	0	5	0	60	0	0	0	5	6	26
318	Chicago	St. Francis Xavier's Academy	Sister Mary Genevieve Granger.	R. C	0	2	0	33	0	33	......	......	2	217
319	Dakota	College of Northern Illinois	Rev. H. L. Beam, A. M	Reformed	2	0	30	0	......	......	......	......	0	......
320	Decatur (1819 E. Orchard st.).	The Deutsche Evangelical Lutheran School.	F. K. Hildebrandt	Ev. Luth	2	0	30	20	8	4	0	0	24	183
321	Decatur	St. Teresa's Academy	Mother Teresa	R. C	0	1	8	40	......	......	......	......	......	229
322	Du Quoin	Old Du Quoin Seminary	M. A. Stone	Presb	1	0	2	2	1	1	......	......	......	14
323	Elgin	Elgin Academy	A. M. Mattoon	Nonsect	2	2	45	37	5	1	10	4	4	0
324	Fairfield	Hayward Collegiate Institute	G. P. Wadsworth	M. E	5	3	83	97	1	1	4	0	9	0
325	Geneseo	Collegiate Institute	Rev. N. W. Thornton	Presb	2	2	50	48	10	0	......	......	......	......
326	Godfrey	Monticello Female Seminary	Miss Harriet N. Haskell	......	0	14	0	130	......	......	......	......	......	0
327	Greenville	Almira College	A. G. Smith	Nonsect	2	3	18	36	0	0	0	0	6	32
328	Highland Park	Northwestern Military Academy	H. P. Davidson	Nonsect	4	0	44	0	......	......	......	......	3	6
329	Jacksonville	Whipple Academy	Jos. R. Harker	Nonsect	8	0	96	0	20	0	50	0	12	22
330	Joliet	St. Francis Academy	Sister M. Stanislas Droesler	R. C	0	2	0	14	0	0	0	0	0	34
331	Kankakee	St. Joseph's Seminary	Sister St. Zephyrine	R. C	0	6	0	97	......	......	......	......	6	178
332	Knoxville	St. Alban's School	Rev. H. P. Scratchley	P. E	4	0	50	0	......	......	......	......	......	3
333	Litchfield	St. Mary's School	Margaret Carroll (Miss)	R. C	0	3	5	18	......	......	......	......	5	124
334	Longwood	Our Lady of the Sacred Heart	Mother Pacifica	R. C	0	4	0	52	......	......	......	......	......	33
335	Loxa	Lee's Academy	George W. Lee	Nonsect	1	0	25	15	1	0	1	0	2	5
336	Morris	Normal and Scientific School	Harrison Clarke, A. M	Nonsect	1	2	25	21	2	1	0	0	0	0
337	Mount Morris	Mount Morris College	J. G. Royer, president	Ger. Bap	6	0	32	18	......	......	......	......	27	184
338	Onarga	Grand Prairie Seminary	S. Van Pelt	M. E	5	3	154	159	......	......	......	......	33	0
339	Ottawa	St. Francis Xavier's Academy	Sisters of Mercy	R. C	1	4	6	80	0	0	0	40	0	126
340	Paxton	Rice Collegiate Institute	John H. Parr	Cong	2	1	15	13	5	2	0	0	2	55
341	Port Byron	Port Byron Academy	William B. Payne	Cong	2	2	12	16	4	2	0	0	5	0
342	St. Anne	St. Anne's Academy	Sister St. Charity	R. C	0	4	0	50	......	......	......	......	......	66
343	Springfield	Bettie Stuart Institute	Mrs. A. M. Brooks	Presb	1	2	0	35	......	......	......	......	......	40
344	......do	Concordia Seminary	A. Craemer	Ger. Ev. Lu.	2	0	106	0	0	0	0	0	0	0

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	ILLINOIS—continued.													
345	Springfield	St. Agatha's School	Miss D. Murdoch	P. E	1	2	0	30						25
346	Sycamore	Waterman Hall	Rev. B. F. Fleetwood, D. D.	P. E	4	9	0	90	0	7				12
347	Toulon	The Toulon Academy	Edward C. Downing	Nonsect	1	1	32	28					2	
348	Vermilion Grove	Vermilion Academy	H. Louisa Osborne, A. B	Friends	1	1	23	44	17	25	10	5	6	0
349	Woodstock	Todd Seminary	Rev. R. K. Todd	Nonsect	1	1	18	0						13
	INDIANA.													
350	Bloomingdale	Friends Academy	Andrew F. Mitchell	Friends	1	1	20	13					8	57
351	Fairmount	Fairmount Academy	Elwood O. Ellis	Friends	3	1	40	28	7	2			8	102
352	Fort Wayne	Westminster Seminary for Young Ladies.	Mrs. D. B. Wells	Presb	1	3	5	45	4	2	0	0	6	84
353	Indianapolis	Boys' Classical School	L. R. Baugher	Nonsect	2	0	22	0						
354	do	Classical School for Girls	Theodore L. Sewall, A. M., May Wright Sewall.		3	7	0	104						75
355	do	St. John's Academy	Sister Theodata	R. C	0	4	0	88						300
356	do	St. Mary's Hall	Rev. Geo. E. and Mrs. Swan.	Epis	0	8	0	25	0	0	0	0	6	22
357	La Porte	St. Rose's Academy	Sisters of Providence	R. C	0	2	0	24					5	90
358	Michigan City	Barker Hall	Dr. Samuel W. Murphy, A.M.	Epis	1	2	20	10	12	5	6	4		30
359	Plainfield	Central Academy	Geo. W. White	Friends	1	2	27	40					9	0
360	Rensselaer	St. Joseph Indian Normal School	Andrew Gietl	R. C	2	0	13	0	0	0	0	0	0	53
361	Rushville	Academy and Musical Institute.	A. H. Graham		1	1	10	5					10	
362	St. Marys	Academic Institute	Mother M. Cleophas	R. C	0	10	0	110	0	0	0	0	6	23
363	Salem	Eikosi Academy	S. W. Phillips	Nonsect	1	1	11	2						
364	Terre Haute	St. Joseph's Male Academy	Sister Joseph Therese	R. C	1	0	23	0						75
365	do	St. Joseph's Academy (female)	do	R. C	0	2	0	50	0	0	0	0	0	100
366	Vincennes	Vincennes University	Enoch A. Bryan		6	4	95	124						89
367	Westfield	Union High School	J. Frank Brown	Friends	2	1	35	26					10	74

	INDIAN TERRITORY.													
368	Atoka	Baptist Academy	F. B. Smith	Baptist	1	0	5	10						116
369	Bacone	Indian University	A. C. Bacome, A. M	Baptist	3	3	66	31	0	0	0	0	10	53
370	Muskogee	Harrell International Institute	Theodore F. Brewer	M. E. So	1	6	41	41	0	0	0	0		149
371	Nelson	Spencer Academy	Alfred Docking	Presb	1	0	4	0			4	0	0	97
372	Oak Lodge	New Hope Female Seminary	Dr. A. Griffith	M. E	1	1	0	9	0	0	0	0		109
373	Tahlequah	Cherokee Academy	W. H. Wilson	Baptist	1	1	4	5	0	0	3	3	6	91
374	do	Cherokee Female Seminary	Miss A. F. Wilson	Nonsect	0	3	0	20						40
375	Vinita	Worcester Academy	John McCarthy	Cong	1	1	9	10	1	1	1	0	2	124
376	Wheelock	Wheelock Seminary	R. C. Robe	Presb	0	1	0	3	0	2	0	9	1	55
	IOWA.													
377	Ackworth	Ackworth Academy	H. C. Carter	Friends	1	1	6	11	1	1			2	34
378	Birmingham	Birmingham Academy	J. Wesley Wolf	Nonsect	1	1	16	10	10	0			0	6
379	Boone	Sacred Heart School	Rev. B. C. Lenehan	R. C	0	1	5	18					5	45
380	Corning	Corning Academy	Rev. T. D. Ewing, D. D	Presb	3	2	40	25	7	4	2	4	2	0
381	Davenport	Immaculate Conception Academy	Sister Mary Gonzaga	R. C	0	2	0	20						123
382	do	Kemper Hall	I. C. Wolcott	P. E	0	3	35	0					0	16
383	do	St. Ambrose Seminary	A. J. Schulte	R. C	4	0	65	0	12	0	0	0	2	0
384	do	St. Katharine's Hall	Miss E. A. Rice	P. E	2	10	0	95						0
385	Decorah	Decorah Institute	J. Breckenridge		1	1	47	39						875
386	Denmark	Denmark Academy	J. F. Morse	Cong	1	1	20	24					1	83
387	Dubuque	St. Joseph's College	Very Rev. R. Ryan	R. C	5	0	57	0					8	13
388	do	Young Ladies' School	Miss Harriett H. Horr	Nonsect	1	1	0	12					0	3
389	Emmetsburg	St. Mary's Academy	Sister Superior		1	1	4	16					2	
390	Epworth	Epworth Seminary	W. S. Lewis, B. S	M. E	2	4	82	55	9	3	12	8	14	60
391	Fort Dodge	Collegiate Institute	Rev. L. Y. Hays	Presb	4	0	69	58	3	1	10	3	7	0
392	Hartland	Hartland Academy	Miss Etta McCarroll	Nonsect	0	1	11	10	2	0	0	0	2	30
393	Iowa City	Iowa City Academy	R. H. Tripp, A. M	Nonsect	3	7	130	117	0	0	50	40	85	0
394	do	St. Agatha's Seminary	Sister Mary Dominica		1	2	20	20	2	0	0	6	8	166
395	Iowa Falls	Ellsworth College	Thos. Tobin		2	2	20	29	12	10				90
396	Kossuth	Kossuth Academy	F. L. Douglass	Nonsect	1	0	10	6				1		11
397	Le Grand	Friends' Academy	J. H. Hadley, A. B	Friends	1	1	12	7	4	2	2	2	11	33
398	McGregor	St. Mary's Academy	Rev. Chas. M. Carroll, D. D	R. C	1	2	14	20						79
399	New Providence	New Providence Academy	Chas. B. Newby	Friends	1	3	55	43	0	0	7	5	10	0
400	Orange City	Northwestern Classical Academy	Rev. James P. Swemm	Reformed	1	2	53	13	42	4			10	0
401	Osage	Cedar Valley Seminary	Alonzo Abernethy	Bapt	2	2	30	25					6	
402	Pleasant Plain	Pleasant Plain Academy	Louis T. Hill	Friends	1	2	38	56						4
403	St. Ansgar	St. Ansgar Academy	K. Lokussgard	Luth	4	1	64	33					3	0
404	Salem	Whittier College	James Welch, A. M	Friends	1	1	10	20						
405	Springdale	Springdale Seminary	Morris Evans		1	1	19	14	3	5	16	9	6	66
406	Vinton	Tilford Collegiate Academy	T. F. Tobin, A. M		3	1	100	114	10	4	0	0	16	166
407	Washington	Washington Academy	S. E. McKee	Nonsect	2	2	70	73	0	0	0	0	13	0
408	Waukon	Presentation Convent	Rev. P. Walsh	R. C	0	2	0	9	1	4	1	4		95
	KANSAS.													
409	Atchison	Latin School	Carlton A. Foote		1	1	7	9	0	5	5	0		5
410	Eureka	Southern Kansas Academy	E. G. Lancaster	Cong	3	1	28	34	4	3	5	3	10	20
411	Galena	Spring River Academy	Henry S. Harvey	Friends	1	0	5	6	0	0	0	0	0	33

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART 1—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	KANSAS—continued.													
412	Glen Elder	Grellet Academy	J. W. Marshall, B. S.	Friends	1	0	8	3	0	0	1	1	0	46
413	Hesper	Hesper Academy	Theodore Reynolds, A. M.	Friends	1	1	24	11					5	20
414	Hiawatha	Hiawatha Academy	J. Edw. Banta, A. M.	Nonsect	2	5	54	84	11	6	5	8	18	0
415	Larned	Poole's Academy	F. R. Poole	Nonsect	1	1	14	16	6	8	4	7		14
416	Lincoln	Kansas Christian College	Rev. E. Cameron	Christian	2	1	20	15						10
417	McPherson	McPherson College	S. Z. Sharp	Ger. Bapt.	2	1	25	4	5	2	6	1	3	0
418	Morrill	Morrill College	E. B. Hutchins	Baptist	2	0	11	7	5	2			0	
419	North Branch	North Branch Academy	H. H. Townsend	Friends	3	1	31	24	0	0	0	0	0	0
420	Osage Mission	St. Ann's Academy	Mother Mary Catharine	R. C.	0	2	0	29	0	0	0	0	1	61
421	Salina	St. John's School (semimilitary)	Rev. E. P. Chittenden	P. E.	4	0	35	0	5	0	14	0	0	23
422	Tonganoxie	Friends' Academy	Arthur W. Jones, A. M.	Friends	1	1	20	15	0	0	1	0	6	35
423	Washington	do	William C. Pidgeon	Friends	1	1	22	12	4	0	2	2	0	0
424	Wichita	Lewis Academy	James M. Naylor	Presb.	2	2	44	70	6	10	4	6	18	187
	KENTUCKY.													
425	Bardstown	Male and Female Institute	Rev. R. H. Stone	Baptist	2	4	33	24						
426	Bremen	College and Perryman Institute	W. W. Carhart	M. E.	1	1	11	7	3	0	7	2	0	65
427	Buffalo	East Lynn College	H. A. Beauchamp		1	1	20	10					25	50
428	Burkesville	Alexander College	James P. McMillan	Presb	1	1	2	12	1	8			0	46
429	Carrollton	St. John's Evangelist Select School.	Rev. Robt. Richartz	R. C	0	1	19	9	0	0	0	0	0	19
430	Caseyville	Home Academy	C. B. Hatfield	Nonsect	1	1	20	25	1	1				30
431	Cecilian	Cecilian College	H. A. Cecil	R. C	6	0	75	0	25	0	6	0	14	75
432	Covington	Educational Institute	Dr. Alois Schmidt	Nonsect	1	1	13	13						6
433	do	Miss Gibson's Select School and Kindergarten.	Miss Maria L. Gibson	Nonsect	0	2	0	11			1	0		43
434	do	Notre Dame Academy	Mother Ignatius	R. C	0	2	0	14						72
435	do	Rugby School	K. J. Morris	Nonsect	1	0	10	0	3	0	2	0	0	5
436	Crofton	Crofton Academy	C. B. Pittman	Nonsect	1	1	15	10	8	4	8	9	4	33

437	Cynthiana	Smith's Classical School	N. F. Smith	Nonsect	2	2	40	20	40	10	......	......	......	35
438	Flippin	Monroe Normal School	E. T. Thomas	Nonsect	1	1	50	40	4	2	......	......	......	44
439	Fulton	Carr Institute	W. A. Goodwin	Nonsect	1	0	10	15	......	......	......	......	......	250
440	do	Normal School and Business College.	Yates & Kilgore	Nonsect	2	2	53	28	......	......	......	......	......	19
441	do	The Mrs. S. H. Welch High School.	Mrs. S. H. Welch	Nonsect	1	3	10	27	......	......	......	......	......	79
442	Gethsemane	Preparatory and Select School of the Abbey of Gethsemane.	Rt. Rev. Father Edward	R. C	5	0	76	0	12	0	0	0	......	24
443	Greenville	Ladies' College and College for Young Men.	Mrs. Sarah T. Hall	M. E. So	2	2	7	16	2	0	0	0	7	36
444	Hampton	Hampton Academy	J. N. Robinson	Nonsect	2	1	25	30	3	2	6	3	1	15
445	Harrodsburg	Harrodsburg Academy	J. H. Strickling	Christian	1	2	45	25	10	2	9	0	......	20
446	Hartford	College and Business Institute	Wayland Alexander	....	3	0	67	59	5	3	56	56	14	131
447	Henderson	Female Seminary	Miss Sue S. Towles	Nonsect	1	1	0	22	0	0	0	0	3	24
448	do	Home School for Girls	Miss Mary Stewart Bunch	Nonsect	0	2	0	26	0	0	0	0	4	40
449	Hickman	Hickman College	W. E. Lumley	Nonsect	2	1	30	24	......	......	......	......	4	245
450	Lagrange	Funk Seminary	Prof. John W. Selple	....	2	1	42	46	0	0	0	0	4	153
451	Lawrenceburg	Birdwhistell Academy	J. M. B. Birdwhistell	....	1	0	8	7	0	0	0	0	0	16
452	Lewisburg	High School	H. W. Davis	....	1	0	16	14	0	0	0	0	0	40
453	Lexington	Alleghan Academy	A. N. Gordon	Nonsect	1	0	20	1	20	1	0	0	0	5
454	do	St. Catharine's Academy	Sister Lucy Lampton	R. C	0	3	0	23	......	......	......	......	......	117
455	Louisville	Kentucky Home School	Miss Belle S. Peers	P. E	0	7	0	75	......	......	......	......	7	......
456	do	Presentation Academy	Sister Sophia	R. C	0	1	0	28	0	4	......	......	......	22
457	do	Training School for Boys	H. K. Taylor	Nonsect	2	2	48	0	15	0	4	0	2	10
458	Mayfield	West Kentucky College	H. H. Rumbler	Christian	4	3	63	70	......	......	......	......	......	68
459	Maysville	Hayswood Female Seminary	Rev. John S. Hays, D. D	Nonsect	1	3	0	54	0	0	0	0	4	21
460	Moreland	Glen Elder Select School	Mrs. Lizzie Hawkins	Presb	0	2	15	20	......	......	......	......	......	......
461	Mount Sterling	Goodwin's Male High School	M. J. Goodwin	Nonsect	1	0	32	0	19	0	13	0	0	0
462	do	Harris Institute	Mrs. L. L. Harris	Nonsect	1	1	2	18	2	2	......	......	3	......
463	do	Training School for Boys	C. W. Fowler	Nonsect	2	0	32	1	2	1	0	0	0	......
464	Nazareth	Literary and Benevolent Institute	Mother M. Cleophas	R. C	0	5	0	75	0	0	0	0	0	54
465	Paris	Classical Institute	Mrs. M. W. Berry	Nonsect	1	1	8	23	0	0	0	0	0	81
466	do	Garth Female Institute	Miss Kate Edgar	Nonsect	0	2	0	23	......	......	......	......	......	10
467	do	Private School	W. L. Yerkes	Nonsect	0	2	0	35	0	0	0	0	0	0
468	do	Select School	Miss M. S. Tipton	Nonsect	0	2	0	24	0	12	......	......	......	11
469	Pikeville	Collegiate Institute	Rev. David Blyth	Presb	1	1	11	10	0	0	0	0	60	102
470	Princeton	do	Herman H. Allen, D. D.	Presb	1	4	27	29	0	0	0	0	9	32
471	Providence	Male and Female Academy	W. S. Coleman	Nonsect	2	1	75	70	0	0	0	0	0	0
472	Russellville	Miss Sevier's School	Miss Elizabeth Sevier	Epis	0	1	16	9	......	......	......	......	9	14
473	St. Joseph	Mount St. Joseph's Academy	Mother Martins	R. C	0	2	0	27	0	0	0	0	0	18
474	Sharpsburg	Male and Female College	Mrs. Fannie B. Talbot	Non-sect	0	2	17	27	1	1	0	0	59	133
475	Shelby	The Sampson-Scearce Academy	G. S. Scearce	....	3	0	60	0	0	0	0	0	0	0
476	Shelbyville	Science Hill School	W. T. Poynter	M. E. So	1	9	0	150	0	8	0	0	11	40
477	Slaughtersville	Van Horn Institute	Leon B. Henry	Nonsect	1	1	22	6	0	0	4	1	......	69
478	Vanceburg	Riverside Seminary	Lawrence Rolfe	Nonsect	1	1	11	13	0	0	0	0	0	......
479	Versailles	Rose Hill Seminary	Mrs. Gillie B. Crenshaw	Christian	1	1	10	40	0	0	0	0	9	50
480	do	The Woodford Academy	James Henry	Nonsect	1	0	28	7	8	0	0	0	0	0
481	Wingo	Wingo College	J. N. Deahl	Nonsect	1	0	15	8	......	......	......	......	0	55
	LOUISIANA.													
482	Alto	Fletcher Academy	Miss Ada Brown	Nonsect	1	1	20	16	0	0	0	0	0	19
483	Arcadia	E. A. S. Male College	R. A. Smith	Nonsect	1	0	30	0	25	0	......	......	6	15

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART 1—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	LOUISIANA—cont'd.													
484	Baton Rouge	St. Mary's School	Miss L. F. Smith	Epis	1	1	0	16	0	1	0	0	0	50
485	Bellevue	Bellevue Academy	W. A. Le Rosen		1	1	6	6	2	0	0	0	0	18
486	Coushatta	Male and Female College	George W. Fisher, A. M., president	Nonsect	2	1	31	27	0	0	0	0	0	65
487	Grand Coteau	Sacred Heart Convent	Madam M. Fesser	R. C	0	5	0	30	0	0	0	0	0	5
488	Jackson	Millwood Female Institute	Miss M. B. McCalment	Nonsect	2	0	40	0					0	30
489	Lafayette	Convent of Mount Carmel	Mother St. Patrick	R. C	1	1	15	23	5	9	0	0	2	140
490	Mount Lebanon	Mount Lebanon College	Dr. G. W. Griffin, D. D	Baptist	4	1	60	41	0	0	0	0	7	27
491	New Iberia	Mount Carmel Convent	Sister St. Genevieve	R. C	0	1	0	9	0	3	0	0		134
492	do	Rectory School	Rev. C. C. Kramer	Nonsect	1	1	5	14	2	3	1	0	0	11
493	New Orleans	Barnes' Select School	Mary T. Barnes	Nonsect	0	1	12	2	1	1				7
494	do	Carnatz Institute	Miss Leoine de Varenne		0	2	0	20						25
495	New Orleans (429 Carondelet st.).	Dykers Institute	Misses H. A. and H. V. Dykers.	Christian	0	8	0	38	0	0	0	0	4	28
496	New Orleans (191 Thalia st.).	English and Classical School	T. W. Dyer	Nonsect	4	2	60	0						45
497	New Orleans	Home Institute	Miss Sophie B. Wright	Nonsect	0	5	0	50	0	7			7	56
498	do	Leche's Graded Institute	Amedeus S. Leche	Nonsect	4	0	100	0	10	0	15	0	13	277
499	do	Markey-Picard Institute	Mary C. Markey and Aline Picard.	R. C	2	4	0	80						45
500	do	St. Isidore's College	Rev. P. J. O'Connell, C. S. C.		2	0	33	0	24	0	0	0	16	45
501	do	St. Joseph's Academy	Sister L. Stephanie	R. C	0	16	0	175	0	14	0	7	7	36
502	do	St. Joseph's Institute	Mrs. L. A. Fortier	Nonsect	0	1	0	15						20
503	do	Select School for Boys	L. C. Ferrell		1	8	52	0						10
504	do	Southern Academic Institute	Mrs. J. E. Seamen	Nonsect	0	2	0	30	0	2			8	95
505	Opelousas	Academy of the Immaculate Conception.	Sister M. of St. Albina	R. C	0	2	0	12	0	0	0	0	2	44
506	Plaquemine	Academy of St. Basil	Sister M. of St. Veroncia	R. C	0	2	0	95						40
507	Sugartown	High School	Prof. S. J. Oles		1	0	10	10	2	2	4	8	'	25
508	Thibodeaux	Mount Carmel Convent	Sister W. Gabriel	R. C	0	2	0	40					1	40

509	......do	Thibodeaux College	Very Rev. C. M. Menard	R. C	3	0	40	0					2	12
510	Washington	Mount Carmel Convent	Sister Hyacinthe	R. C	0	2	0	26					1	60
511	Winsted	Gilbert Academy	Rev. W. D. Godman	Nonsect	1	1	10	9						
	MAINE.													
512	Bethel	Gould Academy	A. D. Hall	Nonsect	2	2	30	50	5	3	3	0	3	0
513	Bucksport	East Maine Conference Seminary	Rev. A. F. Chase, PH. D	M. E	5	4	98	84	28	8	4	0	35	0
514	Charleston	Higgins Classical Institute	C. C. Richardson	Bapt	2	1	40	21	10	2	0	0	3	0
515	Deering	St. Joseph's Academy	Sister Mary Adelaide	R. C	0	4	0	20	0	0	0	0	5	15
516	Dresden Mills	Bridge Academy	George Crosby Sheldon	Nonsect	1	1	30	20	10	0	2	0		0
517	East Machias	Washington Academy	Ivory Hovey Robinson		1	1	23	28	7	2	0	0	14	0
518	Farmington	Abbott Family School	A. H. Abbott		1	0	10	0	6	0	2	0		20
519	Foxcroft	Foxcroft Academy	E. L. Sampson		1	2	42	38	8	2	1	1	2	0
520	Fryeburg	Fryeburg Academy	John Edward Dinsmore	Nonsect	2	5	50	50	11	2	4	1	17	0
521	Gray	Pennell Institute	G. H. Larrabee		1	2	23	32	0	0	0	0	7	24
522	Houlton	Ricker Classical Institute	Arthur M. Thomas, A. M	Bapt	3	2	40	65	18	5	0	0	15	54
523	Lewiston	Latin School	Ivory F. Frisbee	Free Bapt	1	1	40	8	40	8			24	0
524	Limington	Limington Academy	Wm. G. Lord	Nonsect	1	1	36	35	4	0				9
525	Monson	Monson Academy	C. E. B. Libby, A. M	Nonsect	1	1	20	28	4	0	5	3	8	0
526	New Castle	Lincoln Academy	Henry K. White	Nonsect	2	2	73	69	20	4	5	3	14	0
527	New Gloucester	Stevens School	M. B. & S. P. Stevens		1	1	6	20						0
528	North Bridgton	Bridgton Academy	Llewellyn Barton	Nonsect	1	4	43	40	17	3	4	0	24	21
529	Pittsfield	Maine Central Institute	O. H. Drake	Free-will Bapt.	3	5	150	128	18	2			74	0
530	Saco	Thornton Academy	Edwin P. Sampson	Nonsect	3	3	61	76	14	14	3	0	8	0
531	South Berwick	Berwick Academy	Geo. A. Dickey	Nonsect	2	1	35	30	8	2	8	2	6	0
532	South China	The Eskine School	W. J. Thompson		1	1	15	20	0	0	5	3	0	20
533	Strong	May School	J. H. May		1	1	23	12					2	
534	Waterford	Douglass Seminary	Miss H. E. Douglass	Cong	0	2	0	20	0	0	0	5	2	3
535	Waterville	Coburn Classical Institute	J. H. Hanson	Bapt	2	2	71	44	40	10	0	0	29	37
536	Wilton	Wilton Academy	Clinton J. Richards	Nonsect	2	4	50	54	18	7	0	0	6	0
	MARYLAND.													
537	Ammendale	Normal Institute	Brother Romuald	R. C	6	0	46	0	0	0	0	0	7	0
538	Baltimore	Academy of the Visitation	Mother M. Bernardine Millard.	R. C	0	8	0	90	0	0	0	0	8	90
539	......do	Boys' School of St. Paul's Parish	C. L. Minor, M. A., LL. D		1	0	10	0						20
540	Baltimore (Cor Cathedral and Preston sts.).	The Bryn Mawr Preparatory School for Girls.	Mrs. Mary N. Colvin	Nonsect	1	9	0	102	0	102	0	0	1	0
541	Baltimore (Cor. Cathedral and Mulberry sts.).	Calvert Hall	Brother Leonard	R. C	6	0	90	0	6	0	0	0	25	80
542	Baltimore (Highland Park).	Epiphany Apostolic College	Rev. D. Manley	R. C	6	0	45	0						0
543	Baltimore (1005 McCulloh st.).	Friends' Elementary and High School.	Eli M. Lamb	Friends	6	6	50	62	7	9	0	0	6	128
544	Baltimore	The Girls' Latin School	W. H. Shelley	M. E. So	6	7	0	259						6
545	......do	Gymnasium School	Edward Deichmann	Nonsect	6	0	78	0	78	0			18	10
546	......do	Mount Vernon Institute	Mrs. Julia R. Tutwiler	Nonsect	0	2	0	30	0	2	0	0	4	50

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	LOUISIANA—cont'd.													
484	Baton Rouge	St. Mary's School	Miss L. F. Smith	Epis	1	1	0	16	0	1	0	0	0	50
485	Bellevue	Bellevue Academy	W. A. Le Rosen		1	1	6	6	2	0	0	0	0	18
486	Coushatta	Male and Female College	George W. Fisher, A. M., president	Nonsect	2	1	31	27	0	0	0	0	0	65
487	Grand Coteau	Sacred Heart Convent	Madam M. Fesser	R. C	0	5	0	30	0	0	0	0	0	5
488	Jackson	Millwood Female Institute	Miss M. B. McCalment	Nonsect	2	0	40	0					0	30
489	Lafayette	Convent of Mount Carmel	Mother St. Patrick	R. C	1	1	15	23	5	9	0	0	2	140
490	Mount Lebanon	Mount Lebanon College	Dr. G. W. Griffin, D. D	Baptist	4	1	60	41	0	0	0	0	7	27
491	New Iberia	Mount Carmel Convent	Sister St. Genevieve	R. C	0	1	0	9	0	3	0	0		134
492	do	Rectory School	Rev. C. C. Kramer	Nonsect	1	1	5	14	2	3	1	0	0	11
493	New Orleans	Barnes' Select School	Mary T. Barnes	Nonsect	0	1	12	2	1	1				7
494	do	Carnatz Institute	Miss Leoine de Varenne		0	2	0	20						25
495	New Orleans (429 Carondelet st.).	Dykers Institute	Misses H. A. and H. V. Dykers.	Christian	0	3	0	38	0	0	0	0	4	28
496	New Orleans (191 Thalia st.).	English and Classical School	T. W. Dyer	Nonsect	4	2	60	0						45
497	New Orleans	Home Institute	Miss Sophie B. Wright	Nonsect	0	5	0	50	0	7			7	56
498	do	Leche's Graded Institute	Amedeus S Leche	Nonsect	4	0	100	0	10	0	15	0	13	277
499	do	Markey-Picard Institute	Mary C. Markey and Aline Picard.	R. C	2	4	0	80						45
500	do	St. Isidore's College	Rev. P. J. O'Connell, C. S. C.		2	0	33	0	24	0	0	0	16	45
501	do	St. Joseph's Academy	Sister L. Stephanie	R. C	0	16	0	175	0	14	0	7	7	36
502	do	St. Joseph's Institute	Mrs. L. A. Fortier	Nonsect	0	1	0	15						20
503	do	Select School for Boys	L. C. Ferrell		1	3	52	0						10
504	do	Southern Academic Institute	Mrs. J. E. Seamen	Nonsect	0	2	0	30	0	2			8	95
505	Opelousas	Academy of the Immaculate Conception.	Sister M. of St. Albina	R. C	0	2	0	12	0	0	0	0	2	44
506	Plaquemine	Academy of St. Basil	Sister M. of St. Veroncia	R. C	0	2	0	95						40
507	Sugartown	High School	Prof. S. J. Oles		1	0	10	10	2	2	4	8		25
508	Thibodeaux	Mount Carmel Convent	Sister W. Gabriel	R. C	0	8	0	40					1	40

509	do	Thibodeaux College	Very Rev. C. M. Menard	R. C	3	0	40	0					2	12
510	Washington	Mount Carmel Convent	Sister Hyacinthe	R. C	0	2	0	26					1	60
511	Winsted	Gilbert Academy	Rev. W. D. Godman	Nonsect	1	1	10	9						
	MAINE.													
512	Bethel	Gould Academy	A. D. Hall	Nonsect	2	2	30	50	5	3	3	0	3	0
513	Bucksport	East Maine Conference Seminary	Rev. A. F. Chase, PH. D	M. E	5	4	98	84	28	8	4	0	35	0
514	Charleston	Higgins Classical Institute	C. C. Richardson	Bapt	2	1	40	21	10	2	0	0	3	0
515	Deering	St. Joseph's Academy	Sister Mary Adelaide	R. C	0	4	0	20	0	0	0	0	5	15
516	Dresden Mills	Bridge Academy	George Crosby Sheldon	Nonsect	1	1	30	20	10	0	2	0		0
517	East Machias	Washington Academy	Ivory Hovey Robinson		1	1	23	28	7	2	0	0	14	0
518	Farmington	Abbott Family School	A. H. Abbott		1	0	10	0	6	0	2	0		20
519	Foxcroft	Foxcroft Academy	E. L. Sampson		1	2	42	38	8	2	1	1	2	0
520	Fryeburg	Fryeburg Academy	John Edward Dinsmore	Nonsect	2	5	50	50	11	2	4	1	17	0
521	Gray	Pennell Institute	G. H. Larrabee		1	2	23	32	0	0	0	0	7	24
522	Houlton	Ricker Classical Institute	Arthur M. Thomas, A. M	Bapt	3	2	40	65	18	5	0	0	15	54
523	Lewiston	Latin School	Ivory F. Frisbee	Free Bapt	1	1	40	8	40	8			24	0
524	Limington	Limington Academy	Wm. G. Lord	Nonsect	1	1	36	35	4	0				9
525	Monson	Monson Academy	C. E. B. Libby, A. M	Nonsect	1	1	20	28	4	0	5	3	8	0
526	New Castle	Lincoln Academy	Henry K. White	Nonsect	2	2	73	69	20	4	5	3	14	0
527	New Gloucester	Stevens School	M. B. & S. P. Stevens		1	1	6	20						0
528	North Bridgton	Bridgton Academy	Llewellyn Barton	Nonsect	1	4	43	40	17	3	4	0	24	21
529	Pittsfield	Maine Central Institute	O. H. Drake	Free-will Bapt.	3	5	150	128	18	2			74	0
530	Saco	Thornton Academy	Edwin P. Sampson	Nonsect	3	3	61	76	14	14	3	0	8	0
531	South Berwick	Berwick Academy	Geo. A. Dickey	Nonsect	2	1	35	30	8	2	8	2	6	0
532	South China	The Eskine School	W. J. Thompson		1	1	15	20	0	0	5	3	0	20
533	Strong	May School	J. H. May		1	1	23	12					2	
534	Waterford	Douglass Seminary	Miss H. E. Douglass	Cong	0	2	0	20	0	0	0	5	2	3
535	Waterville	Coburn Classical Institute	J. H. Hanson	Bapt	2	2	71	44	40	10	0	0	29	37
536	Wilton	Wilton Academy	Clinton J. Richards	Nonsect	2	4	50	54	18	7	0	0	6	0
	MARYLAND.													
537	Ammendale	Normal Institute	Brother Romuald	R. C	6	0	46	0	0	0	0	0	7	0
538	Baltimore	Academy of the Visitation	Mother M. Bernardine Millard.	R. C	0	8	0	90	0	0	0	0	8	90
539	do	Boys' School of St. Paul's Parish	C. L. Minor, M. A., LL. D		1	0	10	0						20
540	Baltimore (Cor Cathedral and Preston sts.).	The Bryn Mawr Preparatory School for Girls.	Mrs. Mary N. Colvin	Nonsect	1	9	0	102	0	102	0	0	1	0
541	Baltimore (Cor. Cathedral and Mulberry sts.).	Calvert Hall	Brother Leonard	R. C	6	0	90	0	6	0	0	0	25	80
542	Baltimore (Highland Park).	Epiphany Apostolic College	Rev. D. Manley	R. C	6	0	45	0						0
543	Baltimore (1005 McCulloh st.).	Friends' Elementary and High School.	Eli M. Lamb	Friends	6	6	50	62	7	9	0	0	6	128
544	Baltimore	The Girls' Latin School	W. H. Shelley	M. E. So	6	7	0	259						6
545	do	Gymnasium School	Edward Deichmann	Nonsect	6	0	78	0	78	0			18	10
546	do	Mount Vernon Institute	Mrs. Julia R. Tutwiler	Nonsect	0	2	0	30	0	2	0	0	4	50

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART 1—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	LOUISIANA—cont'd.													
484	Baton Rouge	St. Mary's School	Miss L. F. Smith	Epis	1	1	0	16	0	1	0	0	0	50
485	Bellevue	Bellevue Academy	W. A. Le Rosen		1	1	6	6	2	0	0	0	0	18
486	Coushatta	Male and Female College	George W. Fisher, A. M., president	Nonsect	2	1	31	27	0	0	0	0	0	65
487	Grand Coteau	Sacred Heart Convent	Madam M. Fesser	R. C	0	5	0	30	0	0	0	0	0	5
488	Jackson	Millwood Female Institute	Miss M. B. McCalment	Nonsect	2	0	40	0					0	30
489	Lafayette	Convent of Mount Carmel	Mother St. Patrick	R. C	1	1	15	23	5	9	0	0	2	140
490	Mount Lebanon	Mount Lebanon College	Dr. G. W. Griffin, D. D	Baptist	4	1	60	41	0	0	0	0	7	27
491	New Iberia	Mount Carmel Convent	Sister St. Genevieve	R. C	0	1	0	9	0	3	0	0		134
492	do	Rectory School	Rev. C. C. Kramer	Nonsect	1	1	5	14	2	3	1	0	0	11
493	New Orleans	Barnes' Select School	Mary T. Barnes	Nonsect	0	1	12	2	1	1				7
494	do	Carnatz Institute	Miss Leoine de Varenne		0	2	0	20						25
495	New Orleans (429 Carondelet st.).	Dykers Institute	Misses H. A. and H. V. Dykers.	Christian	0	3	0	38	0	0	0	0	4	28
496	New Orleans (191 Thalia st.).	English and Classical School	T. W. Dyer	Nonsect	4	2	60	0						45
497	New Orleans	Home Institute	Miss Sophie B. Wright	Nonsect	0	5	0	50	0	7			7	56
498	do	Leche's Graded Institute	Amedeus S Leche	Nonsect	4	0	100	0	10	0	15	0	13	277
499	do	Markey-Picard Institute	Mary C. Markey and Aline Picard.	R. C	2	4	0	80						45
500	do	St. Isidore's College	Rev. P. J. O'Connell, C. S. C.		2	0	33	0	24	0	0	0	16	45
501	do	St. Joseph's Academy	Sister L. Stephanie	R. C	0	16	0	175	0	14	0	7	7	36
502	do	St. Joseph's Institute	Mrs. L. A. Fortier	Nonsect	0	1	0	15						20
503	do	Select School for Boys	L. C. Ferrell		1	3	52	0						10
504	do	Southern Academic Institute	Mrs. J. E. Seamen	Nonsect	0	2	0	30	0	2			8	95
505	Opelousas	Academy of the Immaculate Conception.	Sister M. of St. Albina	R. C	0	2	0	12	0	0	0	0	2	44
506	Plaquemine	Academy of St. Basil	Sister M. of St. Veroncia	R. C	0	2	0	95						40
507	Sugartown	High School	Prof. S. J. Oles		1	0	10	10	2	2	4	8		25
508	Thibodeaux	Mount Carmel Convent	Sister W. Gabriel	R. C	0	2	0	40					1	40

509	......do	Thibodeaux College	Very Rev. C. M. Menard	R. C	3	0	40	0	......	......	......	......	2	12
510	Washington	Mount Carmel Convent	Sister Hyacinthe	R. C	0	2	0	26	......	......	......	......	1	60
511	Winsted	Gilbert Academy	Rev. W. D. Godman	Nonsect	1	1	10	9	......	......	......	......	......	......
	MAINE.													
512	Bethel	Gould Academy	A. D. Hall	Nonsect	2	2	30	50	5	3	3	0	3	0
513	Bucksport	East Maine Conference Seminary	Rev. A. F. Chase, PH. D	M. E	5	4	98	84	28	8	4	0	35	0
514	Charleston	Higgins Classical Institute	C. C. Richardson	Bapt	2	1	40	21	10	2	0	0	3	0
515	Deering	St. Joseph's Academy	Sister Mary Adelaide	R. C	0	4	0	20	0	0	0	0	5	15
516	Dresden Mills	Bridge Academy	George Crosby Sheldon	Nonsect	1	1	30	20	10	0	2	0	......	0
517	East Machias	Washington Academy	Ivory Hovey Robinson		1	1	23	28	7	2	0	0	14	0
518	Farmington	Abbott Family School	A. H. Abbott		1	0	10	0	6	0	2	0	......	20
519	Foxcroft	Foxcroft Academy	E. L. Sampson		1	2	42	38	8	2	1	1	2	0
520	Fryeburg	Fryeburg Academy	John Edward Dinsmore	Nonsect	2	5	50	50	11	2	4	1	17	0
521	Gray	Pennell Institute	G. H. Larrabee		1	2	23	32	0	0	0	0	7	24
522	Houlton	Ricker Classical Institute	Arthur M. Thomas, A. M	Bapt	3	2	40	65	18	5	0	0	15	54
523	Lewiston	Latin School	Ivory F. Frisbee	Free Bapt	1	1	40	8	40	8	......	......	24	0
524	Limington	Limington Academy	Wm. G. Lord	Nonsect	1	1	36	35	4	0	......	......	......	9
525	Monson	Monson Academy	C. E. B. Libby, A. M	Nonsect	1	1	20	28	4	0	5	3	8	0
526	New Castle	Lincoln Academy	Henry K. White	Nonsect	2	2	73	69	20	4	5	3	14	0
527	New Gloucester	Stevens School	M. B. & S. P. Stevens		1	1	6	20	......	......	......	......	......	0
528	North Bridgton	Bridgton Academy	Llewellyn Barton	Nonsect	1	4	43	40	17	3	4	0	24	21
529	Pittsfield	Maine Central Institute	O. H. Drake	Free-will Bapt.	3	5	150	128	18	2	......	......	74	0
530	Saco	Thornton Academy	Edwin P. Sampson	Nonsect	3	3	61	76	14	14	3	0	8	0
531	South Berwick	Berwick Academy	Geo. A. Dickey	Nonsect	2	1	35	30	8	2	8	2	6	0
532	South China	The Eskine School	W. J. Thompson		1	1	15	20	0	0	5	3	0	20
533	Strong	May School	J. H. May		1	1	23	12	......	......	......	......	2	......
534	Waterford	Douglass Seminary	Miss H. E. Douglass	Cong	0	2	0	20	0	0	0	5	2	3
535	Waterville	Coburn Classical Institute	J. H. Hanson	Bapt	2	2	71	44	40	10	0	0	29	37
536	Wilton	Wilton Academy	Clinton J. Richards	Nonsect	2	4	50	54	18	7	0	0	6	0
	MARYLAND.													
537	Ammendale	Normal Institute	Brother Romuald	R. C	6	0	46	0	0	0	0	0	7	0
538	Baltimore	Academy of the Visitation	Mother M. Bernardine Millard.	R. C	0	8	0	90	0	0	0	0	8	90
539	......do	Boys' School of St. Paul's Parish	C. L. Minor, M. A., LL. D		1	0	10	0	......	......	......	......	......	20
540	Baltimore (Cor Cathedral and Preston sts.).	The Bryn Mawr Preparatory School for Girls.	Mrs. Mary N. Colvin	Nonsect	1	9	0	102	0	102	0	0	1	0
541	Baltimore (Cor. Cathedral and Mulberry sts.).	Calvert Hall	Brother Leonard	R. C	6	0	90	0	6	0	0	0	25	80
542	Baltimore (Highland Park).	Epiphany Apostolic College	Rev. D. Manley	R. C	6	0	45	0	......	......	......	......	......	0
543	Baltimore (1005 McCulloh st.).	Friends' Elementary and High School.	Eli M. Lamb	Friends	6	6	50	62	7	9	0	0	6	128
544	Baltimore	The Girls' Latin School	W. H. Shelley	M. E. So	6	7	0	259	......	......	......	......	......	6
545	......do	Gymnasium School	Edward Deichmann	Nonsect	6	0	78	0	78	0	......	......	18	10
546	......do	Mount Vernon Institute	Mrs. Julia R. Tutwiler	Nonsect	0	2	0	30	0	2	0	0	4	50

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	MARYLAND—cont'd.													
547	Baltimore (851 N. Eutaw st.).	School for Boys	George G. Carey, A. M	Nonsect	4	0	44	0					4	0
548	Baltimore	The University School for Boys.	W. S. Marston	Nonsect	7	0	102	0	18	0	4	0	23	0
549	Brookeville	Brookeville Academy	I. D. Warfield	Nonsect	2	1	10	6	2	0	1	0		12
550	Charlotte Hall	Charlotte Hall School	Rev. R. W. Silvester	Nonsect	4	0	75	0						12
551	College of St. James.	Grammar School	Henry Onderdonk	P. E.	3	0	26	0					4	4
552	Colora	West Nottingham Academy	John G. Conner, A. M	Nonsect	2	0	41	0	3	0	3	0	2	0
553	Cumberland	Allegany County Academy	J. Shiles Crockett	Nonsect	2	1	28	29					4	22
554	Easton	Friends' Select School	Wilson M. Tylor	Friends	1	1	5	5	0	0	0	0	0	14
555	Elkton	Elkton Academy	George A. Steele, A. M	Nonsect	1	1	30	30	4	0			5	
556	Fallston	Oakland Boarding School	G. G. Curtiss	Nonsect	1	3	10	10						14
557	Frederick	Frederick College	Lucian S. Tilton	Nonsect	2	0	51	0	15	0	2	0	0	39
558	do	St. John's Literary Institution.	James A. Ward	R. C.	1	0	5	0	4	0	0	0	0	22
559	Hagerstown	Kee Mar College	Rev. Cornelius L. Keedy		4	8	0	87						0
560	McDonogh	McDonogh School	Duncan C. Lyle	Nonsect	6	0	35	0	0	0	8	0	4	65
561	North East	Classical Institute	Miss Alice E. Miller	Presb	0	1	0	6						16
562	Rockville	Rockville Academy	W. P. Mason	Nonsect	2	0	51	0					0	0
563	St. George	St. George's Hall for Boys and Young Men.	James C. Kinear, A. M	Epis	3	0	25	0	8	0	2	0	0	14
564	St. Marys City	Female Seminary	Miss A. E. Thomas	Nonsect	0	3	26	0	0	0	0	0	2	0
565	Sandy Spring	Rockland School for Girls	Henry C. Hallowell	Nonsect	2	1	0	35					4	7
566	Union Bridge	High School	Edward Reisler	Nonsect	1	1	8	10					4	13
567	Unionville	Linganore Academy and Normal Institute.	G. Clinton Hanna	Nonsect	2	0	31	16	5	0	8	0	0	23
	MASSACHUSETTS.													
568	Amherst	Mount Pleasant Institute	William K. Nash, A. M	Nonsect	1	0	6	0	1	0	0	0	0	3
569	do	Mrs. W. F. Stearn's Home School for Young Ladies.	Mrs. W. F. Stearns		1	1	0	12	0	0	0	0	0	5
570	Andover	Abbott Academy	Miss Philena McKeen	Evang	1	8	0	67	0	2	0	0	8	

571	......do	Phillips Academy	Cecil F. P. Bancroft, PH. D., L. H. D.	Nonsect	13	0	380	0	234	0	146	0	48	0
572	......do	Punchard Free School	Frank O. Baldwin	Nonsect	1	2	39	44	1	6	......	......	7	0
573	Ashburnham	Cushing Academy	H. S. Cowell	Nonsect	7	4	83	109	......	......	......	......	27	0
574	Auburndale	Riverside School (Wellesley Preparatory).	Miss Delia T. Smith	Nonsect	0	3	0	17	0	2	0	15	4	5
575	Bernardston	Powers Institute	Clarence L. Mitchell	......	2	1	31	39	1	1	0	0	7	12
576	Billerica	Howe School	Samuel Tucker	Nonsect	1	1	20	30	......	......	......	......	10	0
577	Boston	Academy of Notre Dame	Sister Mary Bernardine	R. C	0	4	0	60	......	......	......	......	......	50
578	......do	Berkeley School	Taylor, De Meritte, and Hagar.	Nonsect	3	2	56	14	15	8	10	0	16	55
579	......do	Female Academy of the Sacred Heart.	Madame Adelaide Grugan	R. C	0	4	0	60	......	......	......	......	......	40
580	......do	Hale's School for Boys	Albert Hale	Nonsect	5	0	56	0	0	0	56	0	18	0
581	Boston (21 Marlborough st.).	Home and Day School for Girls	Mrs. Selma Wesselhoeft	......	0	6	0	37	......	......	......	......	......	6
582	Boston (112 Newbury st.).	Misses Hubbards' School for Girls.	Misses Hubbard	......	0	1	0	20	0	0	0	0	6	0
583	Boston	Miss Ireland's School	Miss Catharine I. Ireland	Nonsect	0	4	0	47	......	......	......	......	......	0
584	......do	Miss Abby H. Johnson's Home and Day School for Young Ladies.	Miss Abby H. Johnson	Nonsect	0	6	0	36	......	......	......	......	......	0
585	Boston (20 Boylston Place).	Private Classical School	J. P. Hopkinson	......	7	0	138	0	137	0	1	0	19	......
586	Bradford	Bradford Academy	Misses Annie E. Johnson and Ida C. Allen.	Cong	1	13	0	164	......	......	......	......	20	0
587	......do	Carleton School for Young Men and Boys.	Isaac Newton Carleton	Cong	2	2	15	0	......	......	2	0	......	0
588	Brimfield	Hitchcock Free High School	J. W. Russell	Nonsect	2	3	31	29	3	3	2	3	6	18
589	Cambridge	The Cambridge School	Arthur Gilman, director	Nonsect	1	11	0	60	......	......	......	......	......	27
590	......do	Private School for Boys and Girls.	Miss K. V. Smith	......	1	2	9	6	5	4	2	0	0	19
591	Cambridgeport	Day and Family School for Boys.	Joshua Kendall	......	0	1	18	0	......	......	......	......	......	......
592	Concord	Home School	James S. Garland	Nonsect	3	1	13	0	15	0	2	0	0	4
593	Danvers	The Willard Home School	Mrs. H. M. Merrill	Nonsect	0	8	0	30	0	1	0	0	6	0
594	Dorchester	Shawmut School	Miss Ella G. Ives	Nonsect	0	2	0	12	0	3	......	......	......	28
595	Duxbury	Partridge Academy	Geo. R. Pinkham	Nonsect	1	1	13	25	0	0	......	......	9	15
596	......do	Powder Point School	Frederick B. Knapp	Nonsect	2	1	17	0	0	0	12	0	8	5
597	Easthampton	Williston Seminary	Rev. Wm. Gallagher, PH. D.	Nonsect	8	0	111	4	36	4	0	0	17	0
598	East Worthfield	Worthfield Seminary	Miss Evelyn S. Hall, B. A.	Nonsect	0	8	0	229	0	11	0	9	19	117
599	Everett	Home School	Mrs. A. P. Potter	Baptist	0	3	2	14	0	1	1	0	5	12
600	Franklin	Dean Academy	L. L. Burrington	Univ	3	4	56	53	9	8	24	13	33	0
601	Great Barrington	Housatonic Hall	Misses Hatch and Warren	Nonsect	0	1	0	20	0	0	0	1	0	8
602	......do	Sedgwick Institute	E. J. Van Lennep	Nonsect	3	0	29	0	7	0	6	0	0	0
603	Greenfield	Prospect Hill School	Rev. James Challis Parsons	Nonsect	2	5	0	30	......	......	......	......	......	0
604	Groton	Groton School	Rev. Endicott Peabody	P. E.	7	0	60	0	58	0	1	0	6	0
605	......do	Lawrence Academy	Alfred O. Tower, A. M	Nonsect	1	1	20	18	6	0	0	0	4	0
606	Hadley	Hopkins Academy	Elmer Case	Nonsect	3	3	22	31	3	6	......	......	10	0
607	Hanover	Hanover Academy	Evangeline Hathaway	Nonsect	0	1	0	6	0	0	0	0	2	16
608	Harvard	Bromfield School	Lilla N. Frost (Miss)	Nonsect	0	1	0	10	1	2	3	0	0	0
609	Hatfield	Smith Academy	Sanford L. Cutler	Nonsect	1	2	9	16	1	3	......	......	12	30
610	Hingham	Derby Academy	George Herbert Chittenden	Nonsect	0	1	9	19	0	1	......	......	6	18

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	MASSACHUSETTS—continued.													
611	Marion	The Tabor Academy	Clark P. Howland	Nonsect	3	4	55	55	13	17	2	2	4	0
612	Middleboro	Eaton School	Amos H. Eaton	......	1	1	12	10	0	0	2	5	0	28
613	Milton	Milton Academy	Harrison O. Apthorp	Nonsect	3	1	37	20	34	20	3	0	6	34
614	Monson	Monson Academy	D. M. Dustan, A. M	Nonsect	2	2	60	44	19	6	10	0	18	......
615	Mount Hermon	Mount Hermon Boys' School	Henry Franklin Cutler, A. B.	Nonsect	10	0	295	0	78	0	108	0	13	68
616	Nantucket	Admiral Sir Isaac Coffin Lancasterian School.	Edmund B. Fox	Nonsect	1	2	33	25	1	1	2	0	5	0
617	Natick	Home School	Mrs. A. P. Potter	Nonsect	0	3	0	10	0	2	0	4	1	7
618	New Bedford	Friends' Academy	Thomas H. Eckfeldt	Nonsect	1	4	23	35	20	1	2	0	5	8
619	New Salem	New Salem Academy	Herman N. Denham	Nonsect	1	1	17	10	2	1	1	0	0	0
620	Newton	Mr. Cutler's Preparatory School	Edward H. Cutler	Nonsect	1	1	22	6	17	5	6	0	9	12
621	Northampton	Mary A. Burnham's Classical School.	B. T. Capen	Nonsect	4	11	0	125	......	......	......	......	15	0
622	Norton	Wheaton Female Seminary	Miss A. Ellen Stanton	Cong	2	12	0	80	0	0	0	0	10	0
623	Plymouth	Home School for Boys	Mrs. F. N. Knapp	Nonsect	1	1	5	0	2	0	1	0	1	7
624	Roxbury	Notre Dame Academy	Sister Aloyse	R. C	0	5	0	57	......	......	......	......	2	23
625	do	Private School	Miss Elizabeth Curtis	Nonsect	1	1	0	18	......	......	......	......	......	47
626	Shelburne Fall	Arms' Academy	Frederic Allison Tupper	Nonsect	2	3	60	63	4	2	0	0	15	0
627	Sherborn	Sawin Academy and Dowse High School.	Eben Williams	......	0	1	9	11	2	2	1	0	3	11
928	Southboro	St. Mark's School	William E. Peck	P. E	8	0	102	0	85	0	17	0	19	0
629	South Braintree	The Thayer Academy	J. B. Sewall	Nonsect	6	1	36	65	8	8	12	3	17	6
630	South Lancaster	South Lancaster Academy	G. W. Caviness, A. M	7th-day Ad.	3	4	70	50	12	0	15	5	5	30
621	Springfield	"The Elms"	Miss Charlotte Porter		2	4	0	45	......	......	......	......	......	15
632	do	Preparatory School for College	Henry L. Coar	Nonsect	1	0	9	0	2	0	2	0	1	1
633	Springfield (182 Central st.).	School for Girls	John McDuffie	Nonsect	2	2	0	30	0	5	0	0	0	40
634	Taunton	Bristol Academy	William F. Palmer	Nonsect	3	6	62	42	14	9	9	0	3	21
635	Wellesley	Dana Hall School	Miss Julia A. Eastman	Nonsect	0	14	0	87	0	0	0	0	10	0
636	West Bridgewater	Howard Seminary	Horace Mann Williard	Nonsect	0	2	0	20	0	5	0	2	0	20

637	Westford	Westford Academy	William E. Frost	Nonsect	1	1	36	24	......	......	......	......	8	0
638	West Newton	English and Classical School	Nathaniel T. Allen	Nonsect	5	2	55	20	8	3	3	0	12	25
639	Wilbraham	Wesleyan Academy	Rev. George M. Steele, D. D., LL. D.	M. E	7	6	185	108	27	12	12	0	25	......
640	Worcester	The Highland Military Academy	Joseph A. Shaw, Head Master.	Epis	4	0	33	0	......	......	3	0	......	10
641	......do	Private School for Boys	John W. Dalzell	Nonsect	3	2	26	0	25	0	1	0	8	6
642	......do	The Worcester Academy	D. W. Abercombie, A. M.	Baptist	9	0	173	5	......	......	......	......	......	0
	MICHIGAN.													
643	Adrian	Raisin Valley Seminary	Robert L. Kelly	Friends	2	1	34	36	......	......	......	......	8	13
644	Benton Harbor	Normal and Collegiate Institute	George J. Edgcumbe, A. M., PH. D.	Nonsect	4	7	137	108	12	8	60	20	21	59
645	Detroit	The Detroit School for Boys	Frederick Whitton	Nonsect	1	1	5	2	2	0	1	0	2	7
646	Detroit (47 Adams avenue, west).	Detroit Seminary	Misses Cutcheon and Pope	......	2	5	0	80	......	......	......	......	10	100
647	Grand Haven	Akeley Institute	Rev. J. E. Wilkinson, PH. D.	Epis	1	3	0	25	0	4	......	......	4	27
648	Grand Rapids (257 E. Fulton st.).	English and Classical School	Miss Eva S. Robinson	0	0	2	0	20	0	0	0	0	0	50
649	Grand Rapids	St. Mark's Academy	Miss Augusta Wynkoop	P. E	0	3	1	12	0	0	0	0	0	31
650	Grand Rapids	School for Boys	Rev. Isaac P. Powell	Nonsect	1	1	9	0	17	0	......	......	......	8
651	Kalamazoo	Michigan Female Seminary	Miss Isabella G. French	Presb	0	9	0	54	......	......	0	2	8	0
652	Marquette	St. Joseph's Academy	Mother De Pazzi	R. C	0	6	0	50	......	......	0	50	5	490
653	Marshall	St. Mary's Academy	P. A. Baart	R. C	0	4	0	51	0	0	0	0	0	98
654	Monroe	St. Mary's Academy	Mother Superior	R. C	0	2	0	35	0	0	0	0	3	119
655	Orchard Lake	Michigan Military Academy	Col. J. Sumner Rogers	Nonsect	9	0	183	0	7	0	50	0	17	0
656	Port Huron	Academy of the Sacred Heart	Sister Mary Josephine	R. C	0	3	0	40	0	0	0	0	5	260
657	Spring Arbor	Spring Arbor Seminary	A. H. Stilwell	Free Meth.	2	1	30	40	3	0	7	0	8	38
	MINNESOTA.													
658	Albert Lea	Lutheran High School	L. S. Swenson	Luth	4	1	69	64	......	......	......	......	......	0
659	Faribault	Bethlehem Academy	Dominican Sister	R. C	0	4	0	50	0	0	0	0	10	25
660	......do	St. Mary's Hall	Miss Ella F. Laurence	Epis	1	6	0	110	0	6	......	......	10	0
661	......do	Shattuck School	Rev. James Dobbin, D. D	P. E	9	0	167	0	......	......	......	......	18	46
662	Graceville	Convent of Our Lady of the Lake	Sister M. Agatha	R. C	0	1	0	12	0	3	0	0	4	105
663	Minneapolis	Bennet Seminary	Mrs. Sedgwick-Smith	Presb	0	2	0	40	......	......	......	......	......	13
664	......do	Minneapolis Academy	Eugene D. Holmes	Nonsect	3	2	130	40	15	6	60	20	15	0
665	......do	Stanley Hall	Miss Olive Adele Evers	......	1	4	0	33	......	......	......	......	......	36
666	......do	Miss Usher's School	Miss Jane M. Usher	......	0	1	0	10	......	......	......	......	1	21
667	......do	Wraaman's Academy	W. W. Wraaman	Nonsect	1	2	20	5	20	5	......	......	11	30
668	Montevideo	Windom Institute	C. W. Headley	Cong	1	1	18	14	2	0	......	......	......	51
669	Moorhead	Hope Academy	S. A. Challman	Luth	3	1	46	19	6	4	5	5	11	75
670	Owatonna	Pillsbury Academy	James W. Ford	Baptist	1	1	63	58	......	......	......	......	19	58
671	Red Wing	Red Wing Seminary	H. H. Bergsland	Luth	4	0	117	0	......	......	......	......	......	......
672	Rochester	Notre Dame de Lourdes Academy	Mother M. Matilda	R. C	0	1	0	15	......	......	......	......	6	25
673	St. Joseph	St. Benedict's Academy	Sister Pius Roche	R. C	0	1	0	24	......	......	......	......	......	70
674	St. Paul	Baldwin Seminary	Clinton J. Backus	Nonsect	1	4	20	35	2	0	4	10	8	60
675	Willmar	Willmar Seminary	H. S. Hilleboe	Luth	2	1	14	8	......	......	......	......	......	......

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	MISSISSIPPI.													
676	Alto	Pleasant Hill High School	Stone Dearours	Nonsect	2	0	15	10	0	0	0	0	1	35
677	Binnsville	Male and Female College	Waldo W. Moore	Nonsect	1	1	63	25	0	0	0	0	0	58
678	Booneville	Booneville Institute	J. C. Bryson, B. S	Nonsect	1	3	32	28	3	5	7	0	7	150
679	Buena Vista	Normal College	W. S. Burks	......	1	1	22	27	6	9	6	15	7	61
680	Byhalia	Kate Tucker Institute	Mrs. Kate E. Tucker	Nonsect	1	1	5	20	0	0	0	0	6	65
681	Carrollton	Female College	Z. T. Leavell	Baptist	0	3	0	50	0	0	0	0	3	70
682	Cascilla	Male and Female High School	A. M. Beauchamp	Nonsect	1	0	12	14	......	......	......	......	......	188
683	Chester	Normal High School	W. H. Smith	Nonsect	1	0	15	12	......	......	8	6	......	95
684	Clarkson	Woodland Academy	S. S. Steele	M. E	1	0	3	9	0	0	0	0	0	......
685	Clinton	Mt. Hermon Female Seminary	Miss Sarah A. Dickey	Nonsect	1	1	1	22	......	......	......	......	3	......
686	Coldwater	Coldwater Academy	A. H. Todd	Nonsect	1	2	16	22	8	12	......	......	......	50
687	Columbia	High School	W. W. Rivers	Nonsect	1	0	20	20	0	0	10	8	4	120
688	Conehatta	Conehatta Institute	Rev. A. M. McBryde	Nonsect	3	0	35	31	......	......	......	......	1	79
689	Deasonville	High School	Richard Gildart	......	1	0	9	13	......	......	......	......	......	16
690	Duck Hill	Duck Hill Institute	H. W. Sanderson	......	1	1	2	10	......	......	......	......	......	58
691	Fair River	Mullen Institute	P. Beck Mullen	Baptist	1	1	15	8	5	0	0	0	......	27
692	French Camp	Central Mississippi Institute	J. A. Sanderson	Presb	2	3	0	58	......	......	......	......	3	17
693	do	French Camp Academy	Rev. J. A. Mecklin	Presb. So	2	0	38	0	25	0	0	0	8	35
694	Hamlet	Jasper Normal High School	S. T. King and R. H. Hester	......	0	2	25	38	0	0	4	3	2	77
695	Hebron	High School	F. L. Riley	Nonsect	1	0	39	25	6	7	0	0	0	65
696	Holly Springs	Bethlehem Academy	Sister Lignori	R. C	0	1	0	24	0	0	0	0	4	20
697	Houlka	High School	E. A. Smith	......	1	1	20	30	0	0	0	0	0	70
698	Kilmichael	Normal School	W. N. Lewis, A. B	......	1	1	7	5	2	0	0	0	0	94
699	Kosciusko	Male and Female Institute	Miss Ellen McNulty	Nonsect	0	2	14	31	......	......	......	......	0	51
700	Kossuth	High School	D. A. Hill	Nonsect	0	2	19	20	0	1	0	0	0	90
701	Liberty	Male and Female College	P. L. Marsalis	Nonsect	2	1	11	31	0	0	0	0	5	85
702	Meridian	Meridian Academy	J. H. Brooke	M. E.	0	2	40	32	11	2	0	0	11	......
703	do	Normal College	W. E. Johnston	Cumb. Pres	1	1	25	20	15	10	10	10	8	70
704	Natchez	Cathedral School	Brother Gabriel	R. C	1	0	10	0	2	0	4	0	1	95
705	do	Natchez College	S. C. C. Owen, A. B	Baptist	3	1	23	23	8	4	6	4	6	114

706	......do	St. Joseph's School	Sister Gertrude	R. C	0	1	0	11	0	0	0	0	1	98
707	Newton	Male and Female College	John C. Fant	Nonsect		2	18	29	2	3	16	26	0	114
708	Okolona	Okolona College	Thomas C. Walton, A. M	Nonsect	3	3	38	64	38	64				280
709	Oxford	Warren Female Institute	Mrs. C. A. Lancaster	Baptist	0	3	10	10	8	0	1	0	1	19
710	Pass Christian	Pass Christian Institute	Rev. C. H. Mayer	Epis	0	5	0	35	0	0	0	0	3	25
711	Pittsboro	Male and Female College	J. S. Hudson		1	0	5	5	5	5				80
712	Plattsburg	Winston Normal High School	T. J. McBeath		2	3	55	40	7	10				55
713	Pleasant Ridge	Pleasant Ridge Normal	T. L. Gates	Meth	3	1	30	26	12	8	16	22	0	143
714	Pontotoc	Male Academy	C. P. Smith		0	1	26	0	0	0	0	0		56
715	Poplar Creek	Male and Female Academy	Dr. J. W. Armstrong	Nonsect	1	1	8	13						35
716	Poplar Springs	Normal College	J. M. Langston	Nonsect	3	1	18	15	3	2	8	7	25	171
717	Port Gibson	Chamberlain-Hunt Academy	W. C. Guthrie	Presb	5	0	75	0	6	0	7	0		20
718	Potts Camp	Reed Institute	Miss Maggie Tate	M. E. So	1	2	10	12						25
719	Rara Avis	Oakland Normal Institute	G. A. and J. T. Holley	Nonsect	1	1	40	18	8	2	6	1		94
720	Rural Hill	Rural Hill Academy	L. L. Brower	Nonsect	2	1	31	30						44
721	Sardis	Panola College	I. H. Gardiner	Nonsect	2	1	20	60	4	0	0	0	0	120
722	Shannon	Shannon Academy	Foster and Francis	Nonsect	1	1	10	8						67
723	Silver Creek	High School	H. I. Bird		2	1	14	19	0	0	0	0	0	38
724	Slate Springs	Collegiate Institute	J. W. Fox		1	1	30	25						10
725	Toccopola	Toccopola College	J. W. Furr		1	0	20	18	12	15	5	7	1	112
726	Tylertown	Normal Institute	J. L. Spence, B. T	Nonsect	1	1	22	20	0	0	18	18		103
727	Union Church	High School	Rev. C. W. Grafton	Nonsect	1	2	25	30	25	30			10	30
728	Variden	Male and Female Institute	W. W. Woodson	Presb	1	1	16	18	2	9	0	0	0	42
729	Washington	Jefferson College	Joseph S. Raymond	Nonsect	3	0	80	0	2	0	0	0	0	26
	MISSOURI.													
730	Appleton City	Appleton City Academy	G. A. Theilmann	Nonsect	3	2	50	40					9	36
731	Arcadia	Ursuline Academy	Mother Marian	R. C	0	3	0	25						16
732	Ashley	Watson Seminary	A. W. Macy	Nonsect	1	1	7	12	7	12	0	0	16	45
733	Boonville	Cooper Institute	Anthony Haynes	Nonsect	1	2	14	21						13
734	......do	The Kemper Family School	T. A. Johnstone	Nonsect	4	0	50	0					3	6
735	Butler	Butler Academy	J. McC. Martin	Presb	2	2	42	44	3	3	4	4	1	0
736	Cameron	Missouri Wesleyan College	John W. Houston, A. M., B. D	M. E	9	4	115	110						48
737	......do	Mrs. Tierman's Home School	Mrs. S. B. Tierman		1	1	6	20						19
738	Carrollton	Convent of the Holy Rosary	Sister M. Bertrand	R. C	0	1	0	15	0	0	0	0	1	25
739	Cassville	Collegiate Institute	N. L. Maiden		2	2	50	40	18	15			4	295
740	Chillicothe	St. Joseph's Academy	Sisters of St. Joseph	R. C	0	3	0	35	0	0	0	0	4	17
741	Clarence	Macon District High School	P. D. Shultz, president	M. E. So	3	3	55	49			0	0		45
742	Clarksburg	Clarksburg College	L. R. Wilfley	Nonsect	2	1	15	15	15	15	0	0	15	85
743	......do	Hooper Institute	J. N. Hooper		3	2	70	40	4	0	10	2	11	10
744	Eldon	Eldon Academy	Miss Clara Ella Mitchell	Cong	1	2	21	26	0	0	0	0	0	5
745	Green Ridge	Green Ridge College	M. E. Moore	Nonsect	1	1	10	12	4	6	10	12	2	30
746	Henderson	Henderson Academy	Will F. Foster	Nonsect	1	1	49	38	0	0	3	1	9	31
747	Holden	St. Cecilia's Academy	Sister Superior		0	4	20	40	0	0	0	0	0	58
748	Independence	Woodland College	George S. Bryant	Christian	2	0	32	70					11	26
749	Kansas City	Educational Institute	C. G. Rathmann	Nonsect	1	0	14	2			14	2	9	99
750	Kidder	Kidder Institute	G. W. Shaw, A. M	Cong	3	3	58	65	10	5			10	0
751	Lamar	Missouri Polytechnic Institute	Jas. K. Hull	Nonsect	4	0	42	30	0	0	3	6	1	0
752	Leonard	Leonard Academy	O. P. Shrout	Nonsect	2	1	45	33	0	0	0	0	0	15
753	Lexington	Wentworth Military Academy	Sandford Sellers	Nonsect	5	0	92	0	8	0	0	0	6	20
754	Liberty	Female College	F. Menefee	Nonsect	0	4	0	75					9	15

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

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							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	MISSOURI—cont'd.													
755	Louisburg	Normal Institute	Chas. E. Burton		1	2	15	10	15	10				10
756	Macon City	St. James Military Academy	C. G. Davis	Prot. Epis.	4	1	47	0	13	0	7	0	2	3
757	Marble Hill	Mayfield-Smith Academy	Miss M. J. Parke	Baptist	0	2	21	4	0	0	0	0	0	62
758	Marionville	Collegiate Institute	John Turrentine	M. E	3	1	77	41	21	18			6	0
759	Maryville	Institute of the Sacred Heart	Madame E. Mahoney	R. C.	0	6	0	95					8	30
760	Mexico	Missouri Military Academy	A. F. Fleet	Nonsect	5	0	103	0	56	0	32	0	2	0
761	Mill Spring	Hale's College	William A. Hale	Christian	1	1	29	21	0	0	29	21	0	11
762	Mt. Vernon	Mt. Vernon Academy	George H. Williamson	Presb	2	1	13	14					1	54
763	Nevada	Cottey College for Young Ladies.	V. A. C. Stockard	Nonsect	0	2	1	24	0	0	0	0	4	30
764	Odessa	Odessa College	D. W. Major, A. M., president		4	3	47	43						20
765	Olney	Olney Institute	W. F. Welty		2	1	18	19						22
766	Otterville	Otterville College	J. V. Curlin	Nonsect	3	1	30	20					10	59
767	Perry	Perry Institute & Business College	French Strother	Nonsect	2	2	25	15	5	0	8	1	6	30
768	Philadelphia	Philadelphia Academy	Miss Dora Fletcher	Nonsect	0	1	8	8	0	0	0	0	0	21
769	Pilot Grove	Collegiate Institute	D. Lee Roe	Nonsect	1	2	22	28						50
770	Platte City	Daughters' College	Mrs. T. W. Park	Nonsect	2	2	25	35						17
771	Plattsburg	Plattsburg College	J. W. Ellis	Nonsect	2	2	40	35					5	28
772	Prairie Home	Prairie Home Institute	D. L. Davis	Nonsect	1	0	3	2	0	0	0	0	0	32
773	St. Charles	Sacred Heart Academy	R. Conway	R. C.	0	8	0	50	0	0	0	0	3	40
774	St. Joseph	Academy of the Sacred Heart	Madame A. M. Niederkorn.	R. C	0	13	0	103	0	0	0	58	4	25
775	do	Young Ladies' Institute	Rev. Charles Martin	Nonsect	1	4	0	75					5	15
776	St. Louis	Collegiate Institute	Fannie H. Dodge	Nonsect	0	1	4	10						10
777	do	Educational Institute	J. Toensfeldt	Nonsect	7	0	76	0					9	235
778	do	Hosmer Hall	Misses Shephard & Mathews	Nonsect	0	3	0	70	0	15	0	0	5	40
779	do	The Mary Institute	James H. Dillard	Nonsect	1	11	0	227	0	1	0	0	30	165
780	do	Rugby Academy	Denham Arnold	Nonsect	4	0	61	0						47
781	do	The School of the Good Shepherd.	Sister Catharine	P. E	1	6	0	58	0	0	0	0	0	25
782	do	Ursuline Academy and Day School	Mother Seraphine	R. C.	0	3	0	70	0	0	0	0	2	160
783	do	Walther College	August C. Burgdorf	Luth	3	1	101	26	0	0	0	0	0	0
784	Sedalia	Seminary for Girls	Mrs. R. T. Miller	Nonsect	1	2	0	10	0	2	0	8	1	0

785	Sedgewickville	Sedgwickville Academy	E. Miller	Luth	2	1	19	4						0
786	Sparta	Private Normal	J. M. Johnson	Nonsect	1	1	40	30	0	0	0	0	0	50
787	Springfield	Loretto Academy	Sister Clarasina Superior	R. C	0	3	0	30						60
788	do	Young Ladies' Seminary	Miss T. H. Holliday	Nonsect	0	2	0	51	0	0	0	0	0	20
789	Spring Garden	Miller County Institute	H. M. Sutton	Nonsect	2	1	44	50	4	2	4	5		20
790	Sweet Springs	Sweet Springs Academy	J. E. Barnett		1	1	18	22						0
791	Versailles	Male and Female Institute	F. Gwynn	Nonsect	0	1	5	10	5	10			0	66
792	Washington	High School	B. J. Specking	Nonsect	1	0	12	8	1	0	0	0	1	10
793	Weaubleau	Christian Institute	John Whitaker, A. M	Christian	1	2	30	20	0	0	0	0	1	36
	MONTANA.													
794	Bozeman	Bozeman Academy	W. W. Wyle	Presb	1	2	20	29	2	2	0	0	0	34
795	Butte	West End Academy	Miss Julia M. Darrow		1	1	13	17						42
796	Deer Lodge	St. Mary's Academy	Sister Evangelista	R. C	0	1	0	5					2	45
797	Helena	St. Vincent's Academy	Sister Mary Baptist Carney	R. C	0	2	0	20					3	
798	Miles City	Ursuline Convent of the Sacred Heart.	Ursuline Sisters	R. C	0	2	0	15			0	8		15
799	Missoula	Providence of the Sacred Heart	Sister Mary, superior	R. C	0	2	6	21						91
	NEBRASKA.													
800	Beatrice	Blake School	Henry N. Blake	Nonsect	1	1	8	10	3	4	0	0	0	47
801	Chadron	Chadron Academy	Frank L. Ferguson	Cong	0	2	19	20	8	0	7	5	3	13
802	Franklin	Franklin Academy	Alexis C. Hart, A. M	Cong	4	2	45	28	8	7	3	3	12	49
803	Nebraska City	The Academy	M. F. Carey	Nonsect	1	1	17	13	1	0	4	3	5	10
804	Omaha	Academy of the Sacred Heart	Madame Dunne	R. C	0	12	0	60						30
805	do	Brownell Hall	Robert Doherty	P. E	0	2	0	100	0	0	0	0	7	35
806	do	St. Catherine's Academy	Sisters of Mercy	R. C	0	3	0	22	0	0	0	0	5	59
807	Pawnee City	Pawnee City Academy	Miss Mary E. Campbell	Presb	0	3	18	21	1	2	2	1	7	76
808	Plattsmouth	St. John's School	Sister M. Alphonso	R. C	0	3	25	30						150
809	Wahoo	Luther Academy	S. M. Hill, professor	Ev. Luth	3	2	24	17	14	4	6	7	11	48
810	Weeping Water	Weeping Water Academy	George Hindley	Cong	4	1	30	35	3	1	7	6	0	0
811	York	School of the Holy Family	Ursuline Sisters	R. C	0	2	0	36						74
812	do	York College	J. George	U. B	3	1	27	11			0	0	1	70
	NEVADA.													
813	Reno	The Bishop Whitaker School for Girls.	Miss Julia Megquier	Epis	0	4	0	40						24
	NEW HAMPSHIRE.													
814	Andover	Proctor Academy	True W. White, A. M	Unitarian	1	3	22	25	3	2	1	0	9	10
815	Atkinson	Atkinson Academy	T. B. Rice	Cong	1	1	19	16	0	0	6	3	2	10
816	Canterbury	Kezer Seminary	Willard E. Conant	Free-will B.	1	1	16	14						15
817	Colebrook	Colebrook Academy	James Monohon		1	1	11	28						61
818	Concord	Saint Mary's School	Miss E. M. M. Gainforth	Epis	0	2	0	20	0	3	0	1	8	5
819	do	St. Paul's School	Rev. Henry A. Coit, D. D	P. E	21	0	212	0						91
820	Derry	Pinkerton Academy	G. W. Bingham	Nonsect	2	4	38	43	7	2	15	16	8	44
821	Exeter	Phillips Exeter Academy	Charles Everett Fish	Nonsect	11	0	373	0	260	0	63	0	80	0
822	do	Robinson Seminary	George N. Cross	Nonsect	0	6	0	90	0	5			23	110

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							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	NEW HAMPSHIRE—continued.													
823	Francestown	Francestown Academy	Charles A. Connthers	Nonsect	1	1	20	17	1	0	0	0	0	0
824	Gilmantown	Gilmantown Academy	S. W. Robertson	Cong	2	2	24	26	1	0	2	0	2	0
825	Hampton	Academy and High School	Jack Sanborn		1	2	25	24	0	0	3	0	3	0
826	Haverhill	Haverhill Academy	Chas. S. Earle	Nonsect	1	2	12	15	4	0	0	0	11	48
827	Kingston	Sanborn Seminary	Chas. H. Clark	Nonsect	1	3	37	27	5	3	4	0	1	20
828	Meriden	Kimball Union Academy	W. H. Cummings	Cong	2	2	54	51	23	9	5	0	2	0
829	New Hampton	Literary Institution	A. B. Meservey	Free-will B.	6	3	86	52					62	85
830	New London	Colby Academy	Albert L. Blair	Bapt	4	5	49	62	14	5	12	21	6	0
831	Northwood Center	Coe's Northwood Academy	F. L. Pattee	Cong	2	1	15	25	4	2	1	0	4	0
832	Pembroke	Pembroke Academy	Isaac Walker	Cong	1	2	25	41	5	2			11	0
833	Plymouth	Holderness School for Boys	Rev. F. C. Coolbough	P. E.	3	0	50	0						12
834	Portsmouth	Miss Morgan's Home School	Miss A. C. Morgan		0	2	0	25						0
835	do	Smith's Academy and Commercial College.	Lewis E. Smith	Nonsect	3	1	43	11	11	0	4	0	12	0
836	Reeds Ferry	McGraw Normal Institute	J. Elwyn Bates	Nonsect	1	1	21	20	2	0	1	0		0
837	Strafford Corner	Austin Academy	A. E. Thomas	Free-will B.	1	1	27	11	4	0				12
838	Wolfeboro	Brewster Free Academy	Edwin H. Lord	Nonsect	5	3	46	56	2	8			4	37
	NEW JERSEY.													
839	Belvidere	Belvidere Academy	George H. Hooper	Nonsect	1	1	9	11			0	0	2	5
840	Beverly	Farnum Preparatory School	James B. Dilks, A. M		1	1	8	20	1	1	0	0	0	99
841	Blairstown	Blair Presbyterial Academy	J. H. Shumaker	Presb	4	3	59	50	50	3	10	0	8	0
842	Bloomfield	The German Theological School of Newark, N. J.	Rev. Charles E. Knox, D. D., president.	Presb	4	0	33	0	28	0			5	0
843	Bordentown	Adelphic Institute	Rev. Robert Julien, A. M	Nonsect	1	1	13	2	0	0	0	0	0	0
844	do	Military Institute	Rev. Thompson H. Landon	Nonsect	7	0	51	0						13
845	Bridgetown	South Jersey Institute	H. K. Trask	Bapt	5	7	125	75	34	1	16	2	80	0
846	do	West Jersey Academy	Phoebus W. Lyon		2	0	50	0						

847	Burlington	Van Rensselaer Seminary	Miss Helen M. Freeman		1	1	8	12	......	......	......	......	......	11
848	Cinnaminson	Westfield Friends' School	Mrs. Annie L. Croasdale	Friends	0	1	4	7	0	1	1	0	2	20
849	Deckertown	English and Classical Home School.	W. H. Seeley	Nonsect	1	1	8	7	1	0	......	......	......	0
850	Elizabeth	Elizabeth Institute	Miss H. Higgins		0	2	0	30	......	......	......	......	......	36
851	do	English and French School for Young Ladies and Little Girls.	Misses Vail and Deane		0	2	0	50	......	1	0	2	......	30
852	do	The Pingry School	Pingry & Lyttle	Nonsect	7	2	97	0	30	0	20	6	18	0
853	Englewood	School for Boys	W. Wilberforce Smith		4	2	40	0	18	0	15	0	......	0
854	Fort Lee	Institute of Holy Angels	Sister M. Nonna, superioress.	R. C	0	7	0	52	0	10	0	10	1	18
855	Freehold	Freehold Institute	A. A. Chambers	Presb	3	0	44	0	10	0	2	0	2	14
856	do	Young Ladies' Seminary	Miss Eunice D. Sewall	Nonsect	0	1	0	40	......	......	0	0	7	0
857	Hightstown	Hightstown Seminary	Frank D. Budlong	Nonsect	0	3	0	20	......	......	0	0	3	15
858	do	Peddie Institute	Herbert E. Slaught, A. M	Bapt	6	9	126	101	40	10	5	0	25	0
859	do	Phillips Classical School	Henry L. Phillips	Nonsect	1	0	11	0	1	0	......	......	......	11
860	Hoboken	Hoboken Academy	Arnold Güllig	Nonsect	2	1	50	21	0	0	3	0	13	236
861	do	Stevens School	Rev. Edward Wall, A. M	Nonsect	10	0	233	0	12	0	180	0	......	18
862	Jersey City	Hasbrouck Institute	Charles C. Stimets, A. M	Nonsect	8	4	100	75	50	10	20	5	21	125
863	do	St. Dominic's Academy	Superior of the Community	R. C	0	4	25	50	6	15	......	......	......	35
864	do	St. Peter's College	Henry Kavanagh, S. J	R. C	6	0	87	0	......	......	......	......	......	19
865	Lakewood	Lakewood Heights School	James W. Morey, A. M	Nonsect	3	0	17	0	3	0	10	0	1	11
866	do	"The Oaks"	Miss E. L. Farrington	Epis	0	5	0	20	......	......	......	......	......	20
867	Lawrenceville	Lawrenceville School	James C. Mackenzie	Nonsect	12	0	227	0	170	0	57	0	......	0
868	Matawan	Glenwood Collegiate Institute	Chas. A. Jaggar, A. M., PH. D.	Nonsect	2	3	48	41	4	0	2	0	8	17
869	Millville	Millville Academy	H. L. Atkinson, A. M	Nonsect	2	2	19	20	2	0	1	0	2	0
870	Montclair	Military Academy	J. G. MacVicar	Nonsect	2	0	31	0	20	0	11	0	0	40
871	Moorestown	Friends' High School	George E. Megarge	Friends	1	2	28	19	......	......	......	......	12	51
872	Morristown	Miss Dana's School	Miss E. E. Dana	Nonsect	0	11	0	99	......	......	0	2	......	41
873	do	Morris Academy	Charles D. Platt	Nonsect	5	1	0	40	......	......	......	......	2	......
874	Mount Holly	Mount Holly Academy	Henry M. Walradt	Nonsect	1	1	31	0	10	0	11	0	6	46
875	Newark	Newark Academy	Samuel A. Farrand	Nonsect	7	0	148	0	37	0	60	0	18	100
876	do	Seminary for Young Ladies	Miss Anna F. Whitmore	Nonsect	1	5	0	36	0	8	0	2	3	37
877	New Brunswick	Misses Anable's School	Miss Harriet J. Anable	Nonsect	1	9	0	40	0	8	0	6	......	25
878	Newton	Collegiate Institute	Joel Wilson	Nonsect	3	2	51	17	10	5	5	0	......	22
879	Orange	Dearborn-Morgan School	Dearborn, Morgan & Kennedy.	Nonsect	2	7	63	149	......	......	......	......	......	127
880	Paterson	Classical and Scientific	L. A. Rogers, A. M		3	0	50	0	......	......	......	......	......	......
881	Plainfield	Mr. Leal's School for Boys	John Leal	Nonsect	4	0	55	0	25	0	8	0	16	24
882	do	Seminary for Young Ladies	Miss E. E. Kenyon	Nonsect	1	6	0	60	......	......	......	......	3	32
883	Princeton	Preparatory School	J. B. Fine	Nonsect	5	0	60	0	40	0	20	0	......	0
884	Salem	Friends' Select School	Mrs. R. H. Reinhardt	Friends	0	2	20	6	0	0	1	3	0	41
885	Short Hills	Baquet Institute	Harriet L. Baquet (Miss)	Nonsect	0	4	0	30	1	0	......	......	......	5
886	Somerville	Classical School	Prof. J. A. Mets	Bapt	0	2	13	11	6	1	......	......	4	12
887	Summit	Collegiate Institute	Martin Bähler	Nonsect	0	2	0	30	......	......	......	......	......	34
888	do	Summit Academy	James Heard, A. M	Nonsect	4	0	29	0	0	0	2	0	8	8
889	Woodstown	Woodstown Academy	A. C. Norris	Friends	1	1	35	33	2	0	......	......	......	22
	NEW MEXICO.													
890	Bernalillo	St. Nicholas Academy	Rev. Bro. Gabriel of Mary	R. C	2	0	43	0	......	......	......	......	......	57
891	Las Cruces	Academy of the Visitation	Sister M. Praxedes	R. C	0	1	0	25	......	......	......	......	......	90

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	NEW MEXICO—cont'd.													
892	Las Vegas	Las Vegas Academy	G. S. Ramsey	Cong	1	3	48	37			18	12	3	392
893	Mora	St. Mary's College	Ed. de Hilder	R. C	1	0	36	0	6	0	3	0	9	18
894	Santa Fe	Academy of Our Lady of Light	Mother Francisca Lamy	R. C	0	2	0	12	0	0	0	0	1	41
895	do	Presbyterian Academy	M. Beekman	Presb	0	2	5	2						28
896	do	St. Michael's College	Bro. Botulph	R. C	4	0	54	0					1	127
897	do	Whitin Hall School	Marshall R. Gaines	Cong	1	0	5	5	2	1	0	0	0	220
	NEW YORK.													
898	Adams	Adams Collegiate Institute	Orlo B. Rhodes, A. M		3	4	64	76	19	2	1	0	36	0
899	Albany (Kenwood)	Academy of the Sacred Heart	Madame Hogan	R. C	0	9	0	70					6	60
900	Albany	The "Albany Academy"	Henry P. Warren	Nonsect	7	1	161	0	25	0	25	0	12	99
901	Albany (43 Lodge st.)	Christian Brothers' Academy	Brother Constantine	R. C	7	0	75	0	10	0	10	0	16	145
902	Albany	Female Academy	Miss Lucy A. Plympton	Nonsect	1	4	0	66	0	0	0	0	6	52
903	do	St. Agnes' School	Rt. Rev. W. C. Doane, D. D	Epis	6	20	0	209					22	45
904	Amsterdam	Amsterdam Academy	Charles C. Wetsell	Nonsect	2	3	49	52						0
905	do	St. Mary's Catholic Institute	Rev. J. P. McImrow	R. C	2	1	16	28	0	0	0	0	1	554
906	Antwerp	Ives Seminary	E. M. Wheeler	M. E		1							2	
907	Argyle	Argyle Academy	Miss Harriet M. Black		1	1	13	20	2	3	0	2		16
908	Belleville	Union Academy	C. D. Fehr and G. C. Robertson.		3	3	55	45	4	4	8	6	9	0
909	Binghamton	The Lady Jane Grey School	Mrs. J. G. Hyde	Nonsect	0	2	0	40	0	1			3	20
910	Bridge Hampton	The Bridge Hampton Literary and Commercial Institute.	Lewis W. Hallock, A. M		1	1	20	12	0	0	2	2		20
911	Brooklyn	Adelphi Academy	Dr. Albert C. Perkins		10	12	384	482	34	15	35	2	28	60
912	do	Bedford Heights Institute	Geo. Rodeman, A. M., PH. D.	Nonsect	3	0	16	0	6	0	5	0	0	20
913	Brooklyn (183 Lincoln Place).	The Berkeley Institute	Miss. C. E. Hayner	Nonsect	1	3	0	29					3	83
914	Brooklyn	The Brooklyn Heights Seminary.	Misses C. R. Colton, M. O. Steele.	Nonsect	0	12	0	128	0	1	0	0	4	22

915	do	The Brooklyn Latin School	Caskie Harrison, A. M		6	0	60	0	20	0	15	0	20	25
916	do	Chenevière Institute for Boys and Girls.	William A. and Madame J. M. Stamm.	Nonsect	1	2	26	17	4	0				53
917	Brooklyn (119 Sixth ave.).	Christiansen Institute.	Mrs. E. C. Stacker		0	1	0	12					2	60
918	Brooklyn	College Grammar School	Levi Wells Hart	Nonsect	1	0	20	0	3	0	2	0		
919	Brooklyn (139 Clinton st.).	Prof. Deghuée's School for Young Ladies.	Joseph Deghuée, Charles J. Deghuée.		3	1	0	24						18
920	Brooklyn (209 Clinton st.).	Female Institute of the Visitation.	Sisters of the Visitation	R. C	0	6	0	100						30
921	Brooklyn (310 State st.).	German-American Academy	Joseph Deghuée	Nonsect	4	0	50	0	5	0	3	0	5	25
922	Brooklyn	Mrs. Goodwin's School for Girls.	Mrs. Robert Goodwin	Nonsect	0	5	0	40	0	1	0	1	4	14
923	do	Pratt Institute—Technical—High School Department.	William O. Pratt	Nonsect	6	4	40	20					10	
924	do	Miss Rounds's School for Girls	Miss Christiana Rounds	Nonsect	0	6	0	43	0	4	0	0	3	27
925	do	Young Ladies' Seminary	Miss I. P. Whitcomb		0	2	0	50						
926	Buffalo	The Buffalo Seminary	Mrs. C. F. Hartt	Nonsect	1	7	0	96					19	130
927	Buffalo (129 College st.).	English Classical and Mathematical School for Boys.	Lucius E. Hawley, A. M	Nonsect	2	0	18	0						0
928	Buffalo (621-623 Delaware ave.	Heathecoate School	Lester Wheeler	Nonsect	2	0	35	0	20	0	15	0	15	30
929	Buffalo	Holy Angels Academy	Sister D. Kirby	R. C	0	4	0	37	0	0				188
930	do	Sacred Heart High School	Sister M. Leonarda	R. C	0	4	0	35					1	75
931	Canandaigua	Canandaigua Academy	J. Carlton Norris	Nonsect	3	3	109	0	35	0	10	0	16	0
932	do	Granger Place School for Young Ladies.	Miss Caroline A. Comstock, president.	Nonsect	1	6	0	59	0	3	0	0	0	39
933	Canisteo	Canisteo Academy	D. M. Estee	Nonsect	1	2	45	53	1	2	4	5	16	181
934	Carmel	Drew Seminary and Female College.	Geo. Crosby Smith, President.	M. E	1	2	0	38						5
935	Carthage	St. James School	Sister M. Josephine	R. C	0	2	42	22	4	2				166
936	Cazenovia	The Cazenovia Seminary	Isaac N. Clements	M. E	6	3	127	115	23	5	10	0	34	0
937	Chappagua	Mountain Institute	S. C. Collins	Friends	3	4	40	38	3	0	4	0	5	6
938	Cincinnatus	Cincinnatus Academy	G. S. Kratzer	Nonsect	1	2	29	35	2	0	8	3	2	8
939	Claverack	Claverack College and Hudson River Institute.	Arthur H. Flack, president	M. E	6	7	74	61	19	1	10	0	21	19
940	Clifton Springs	Female Seminary	William A. Deering, A. M	Nonsect	1	4	21	38	0	1	5	12	3	13
941	Clinton	Cottage Seminary	Rev. C. W. Hawley, A. M	Nonsect	1	2	0	34	0	2			2	30
942	do	Houghton Seminary	A. G. Benedict	Presb	1	5	0	83	0	0	0	3	13	18
943	Cornwall-on-Hudson	Cornwall Heights School	Carlos H. Stone		1	0	12	0	8	0	2	0		12
944	Delhi	Delaware Academy	Willis D. Graves		2	2	74	72	15	6	7	0	11	55
945	Dobbs Ferry	Boarding and Day School	The Misses Masters	Presb	3	11	0	86						18
946	do	Westminster School	W. L. Cushing	Nonsect	7	0	66	0	60	0	6	0	6	0
947	Dundee	Preparatory School	E. E. Cates	Nonsect	1	3	75	91	5	6			9	0
948	East Springfield	East Springfield Academy	A. M. Hollister, A. M	Nonsect	1	0	24	25	0	0	0	0	4	0
949	Eddytown	Starkey Seminary	G. R. Hammond, PH. D	Christian	2	2	69	43	5	1			8	82
950	Elba	Private School	Miss Mary H. Hollister	Nonsect	0	1	6	4	0					22
951	Elbridge	Munroe Collegiate Institute	Truman K. Wright	Nonsect	2	2	30	22	5	0	0	0	10	38
952	Elmira	St. Ursula School	Miss J. A. E. Chalmers	Nonsect	0	2	0	30						15
953	Fairfield	Fairfield Seminary	D. D. and F. L. Ware	Nonsect	6	8	100	75	19	16	14	4	28	0
954	Flatbush	Erasmus Hall Seminary	Rev. R. G. Strong	Nonsect	2	1	13	11	9	1	1	0	2	51
955	Flushing	Flushing Institute	E. A. Fairchild	Nonsect	4	0	42	0	1	0	1	0	0	10

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
		2	3	4	5	6	7	8	9	10	11	12	13	14
	NEW YORK—cont'd.													
956	Flushing	St. Joseph's Academy	Sisters of St. Joseph		0	10	0	75	0	0	0	1	12	55
957	Fort Edward	Collegiate Institute	Jos. E. King, D. D., PH. D.	Nonsect	3	9	0	108	0	2	0	2	10	8
958	Fort Plain	Clinton Institute	Charles V. Parsell, A. M., president.	Univ	0	4	66	102	9	1	8	3	18	35
959	Franklinville	Ten Broeck Free Academy	Hamilton Terry	Nonsect	1	1	26	26	11	2	0	0	7	91
960	Garden City, L. I	Cathedral School of St. Mary	Miss Julia H. Farwell	P. E	2	3	4	20	0	7	0	3	0	36
961	do	Cathedral School of St. Paul	Charles S. Moore, headmaster.	P. E	10	0	102	0	51	0	51	0	4	0
962	Geneva	De Lancey School	Miss M. S. Smart	Epis	1	1	2	20	0	1	0	0	5	22
963	Gilbertsville	Academy and Collegiate Institute	S. Dwight Armes	Nonsect	1	2	35	25	4	1	0	0	7	40
964	Glencove	Mrs. E. A. Hopkins's School	Miss Mary H. Hopkins		1	2	10	8						8
965	Goshen	Miss Hogarth's School	Miss Mary O. Hogarth	Epis	0	2	0	23	0	1				6
966	Greenville	Greenville Academy	T. W. Stewart	Presb	1	1	31	32	0	0	0	0	0	6
967	Hamilton	Colgate Academy	Rev. John Greene, PH. D	Bapt	6	0	179	6	140	5	15	0	15	0
968	Hartwick Seminary	Hartwick Seminary	Rev. James Pitcher, A. M	Luth	3	2	55	21						
969	Havana	Cook Academy	A. C. Hill, PH. D	Bapt	5	4	76	84	34	6			12	0
970	Hudson	The Misses Skinner's School	Miss Sarah R. Skinner	Nonsect	0	2	0	9	0	1			0	16
971	Ithaca	The Cassadilla School	Jas. E. Russell	Nonsect	13	0	49	0	3	0	85	0	16	0
972	Kinderhook	Kinderhook Academy	Mrs. W. E. Geer		0	1	6	11						14
973	Lansingburgh	Lansingburg Academy	Charles T. R. Smith	Nonsect	2	2	27	51	5	2	2	1	9	48
974	Le Roy	Academic Institute	Frank M. Comstock, A. M., PH. D.	Nonsect	1	3	30	17	2	1	15	1		123
975	Lima	Genesee Wesleyan Seminary	Rev. W. R. Benham, D. D	M. E	4	2	71	45	10	2	25	15	24	
976	Locust	Friends' Academy	Franklin P. Wilson	Friends	2	2	28	27	0	0	8	4	0	27
977	Long Island City	Astoria Latin School	Chas. Lyman Shaw	Nonsect	1	1	13	1						
978	Macedon Center	Macedon Academy	Lewis H. Clark, jr	Nonsect	1	2	10	15					10	42
979	Marion	Collegiate Institute	Elmer G. Frail	Bapt	1	3	41	51	13	2	5	7	11	16
980	Middletown	Mount Joy School	M. Elizabeth Gaylord	Epis	1	1	0	15						
981	Moriah	Sherman Academy	Burton B. L. Brown, A. M	Nonsect	1	1	45	60	8	3	10	5		100
982	Mount Vernon	Collegiate School for Girls	Misses Lockwood	Nonsect	1	6	0	65					3	27

983	Nannet	Home School	Miss Martha A. Wright	Bapt	0	1	0	4	0	0	0	0	3	6
984	New Brighton, S. I.	Brighton Heights Seminary	George W. Cook, PH. D.	Nonsect	1	1	2	30			0	0	1	20
985	do	St. Austin's School	Rev. Alfred G. Mortimer, D. D.	P. E	2	0	41	0	15	0	7	0	2	23
986	New Brighton (52 Lafayette ave.).	Trinity English and Classical School for Boys.	John M. Hawkins, PH. D	P. E	1	0	29	1	19	1	4	0		10
987	Newburg	Siglar's Preparatory School	Henry W. Siglar		4	0	44	0						
988	New York (117, 119 West 125th st.).	The Barnard School	William Livingston Hazen	Nonsect	3	0	50	0	20	0	30	0	8	89
989	New York (20 West 44th st.).	Berkeley School	John S. White, LL. D	Nonsect	12	2	175	0	100	0	75	0	26	50
990	New York (17 West 44th st.).	Brearley School	James G. Croswell	Nonsect	3	17	0	150	0	11	0	0		0
991	New York (131 West 43d st.).	Dr. Callisen's School for Boys	Dr. A. Callisen, A. W. Callisen, jr.	Nonsect	5	0	47	0	32	0	10	0	4	21
992	New York (1961 Madison ave.).	Classical School for Girls	Misses North and Barnes	Nonsect	1	3	0	34	0	4	0	14	10	33
993	New York (721 Madison ave.).	The Collegiate School	Rev. Henry B. Chapin, D. D., PH. D.	Nonsect	2	0	25	0	10	0	4	0		50
994	New York (51st st., near Madison ave.).	Columbia Grammar School	Bacon & Campbell		18	0	220	0						40
995	New York	Comstock School	Miss Lydia Day		3	5	0	80						
996	do	The Cutler School	Arthur H. Cutler	Nonsect	4	0	75	0	70	0	5	0	12	55
997	do	Dwight School	Henry C. Miller, Arthur Williams.	Nonsect	7	0	77	0	40	0	27	0	24	0
998	New York (Manhattanville).	Female Academy of the Sacred Heart.	Miss Sarah Jones, president.	R. C	0	14	0	122	0	0	0	0	10	128
999	New York	Friends' Seminary	Edward A. H. Allen	Friends	2	5	15	37					3	68
1000	do	Miss Gibbons's School	Miss Sarah H. Emerson	Nonsect	0	2	0	32	0	5				18
1001	do	Heidenfeld Institute	Dr. Theodore E. Heidenfeld		5	6	58	45	3	4	4	0		34
1002	do	Holy Cross Academy	Sister M. Helena	R. C	0	3	0	25						225
1003	New York (20 West 59th st.).	The Irving School	Louis Dwight Ray	Nonsect	1	0	12	0	7	0	2	0	2	2
1004	New York (10 East 75th st.).	Miss Elizabeth L. Koues's School	Miss Elizabeth L. Koues	Nonsect	0	3	0	26	0	9	0	0		18
1005	New York	La Salle Academy	Rev. Brother Agapas	R. C	7	0	134	0	12	0	0	0	32	146
1006	do	Lenox Institute	Andrew Zerban	Nonsect	3	0	15	15	5	5	5	0	0	35
1007	New York (251 West 161st st.).	John MacMullen's School	John MacMullen	Nonsect	1	0	10	0	2	0	2	0	1	5
1008	New York (423 Madison ave.).	I. H. Morse's Private School	I. H. Morse	Nonsect	4	2	48	0						15
1009	New York	Miss Newell's School for Girls	Miss E. M. Newell	Nonsect	0	1	0	8	0	4	0	0	0	17
1010	New York (Station J)	Riverside School	Miss Emily A. Ward	Nonsect	0	2	2	20	0	20				71
1011	New York (38 West 59th st.).	Dr. Julius Sachs's Collegiate Institute.	Dr. Julius Sachs	Nonsect	9	1	140	0	45	0	10	0		80
1012	New York (Sta'n D).	St. Bridget's Academy	Sister M. Sophia	R. C	0	2	0	29					4	119
1013	New York (231 East 17th st.).	St. John Baptist School	Sisters of St. John Baptist	P. E	0	6	0	25	0	2	0	0	5	10
1014	New York (224 West 58th st.).	St. Louis College	John P. Brophy	R. C	7	0	24	0	2	0	1	0	3	36
1015	New York (6, 8 East 46th st.).	St. Mary's School	Sister in charge	P. E	2	13	0	120			0	10	17	50

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART 1—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.							Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	NEW YORK—cont'd.													
1016	New York (Broome and Elizabeth sts.).	St. Mathew's Academy, The New York Progymnasium.	Rev. E. Bohm, director	Ev. Luth	5	0	52	0	52	0	0	0	5	292
1017	New York (282 West 71st st.).	(The Van Norman Institute)	Madame Van Norman	Nonsect	0	9	0	54	0	1	......	......	5	14
1018	New York (711 Madison ave.).	Mrs. Leopold Weil's School for Girls.	Mrs. Leopold Weil		2	8	0	60	0	1	0	0	......	10
1019	New York (645 Madison ave.).	Woodbridge School	J. Woodbridge Davis, PH. D.		8	0	49	0	10	0	41	0	21	10
1020	North Granville	North Granville Seminary	La Roy F. Griffin, A. M.	Nonsect	1	5	21	22	1	0	0	0	0	32
1021	Nyack	Nyack Seminary	Mrs. Imogene Bertholf	Epis	0	2	0	20	1	4	0	3	......	15
1022	Oakfield	Cary Collegiate Seminary	Rev. C. C. Gove, A. M.	Epis	2	2	28	23	10	15	4	7	3	25
1023	Oxford	Oxford Academy	Frederick L. Gamage, A. M.	Nonsect	1	2	50	60	2	0	5	13	15	116
1024	Peekskill	Mohegan Lake School	Henry Waters	Nonsect	3	1	30	0	6	0	18	0	2	17
1025	do	The Peekskill Military Academy	Dr. John W. Tilden	Nonsect	10	0	150	0	19	0	12	0	22	0
1026	do	St. Gabriel's School	Sister Esther	Epis	0	3	0	72	......	......	......	......	5	10
1027	do	Vineland Preparatory School	Carl A. Harstrom	Epis	3	0	25	0	1	0	4	0	5	0
1028	do	Westchester County Institute	Charles Unterreiner	Nonsect	1	1	17	9	......	......	......	......	......	15
1029	do	Worrall Hall	C. J. Wright		2	5	42	0	......	......	......	......	......	0
1030	Pelham Manor	Mr. Taft's School	Horace D. Taft	Nonsect	2	2	17	0	14	0	3	0	2	0
1031	Peterboro	Evans Academy	Earlmen Fenner	Nonsect	1	2	39	32	0	0	13	10	0	21
1032	Pine Plains	Seymour Smith Academy	Rev. Abraham Mattice, A. M.	Nonsect	1	1	10	16	4	2	3	0	5	16
1033	Plattsburg	D'Youville Academy	Sister McMillan	R. C.	0	2	0	22	0	0	0	0	0	98
1034	Pompey	Pompey Academy	Thomas H. Armstrong	Nonsect	1	1	28	32	0	0	4	6	6	0
1035	Poughkeepsie	Classical and Home Institute	Miss Sarah V. H. Butler	Nonsect	0	4	0	30	0	2	......	......	2	20
1036	do	Lyndon-Hall School	Samuel W. Buck, A. M.	Nonsect	2	6	0	93	0	20	......	......	8	64
1037	do	Military Institute	Dr. C. B. Warring, PH. D.	Nonsect	5	0	42	0	2	0	7	0	0	15
1038	do	Quincy School	Miss Carrie E. Silloway	Nonsect	0	2	13	13	1	6	......	......	0	30
1039	do	Riverview Academy	Joseph B. Bisbee, M. A., Harlan P. Amen, M. A.	Nonsect	10	0	129	0	43	0	52	0	14	38
1040	Randolph	Chamberlain Institute	Rev. J. T. Edwards, DD., LL.D.	M. E.	5	4	100	103	12	8	20	12	29	0

1041	Red Creek	Union Seminary	Rev. Wm. H. Rogers, A. M., and L. L. Rogers, A. B.	Nonsect	2	1	24	16	5	1	3	3	0	145
1042	Rochester (9 Gibbs st.).	Miss Crittenden's Young Ladies' School.	Miss M. Crittenden	Nonsect	0	5	0	60	0	3	0	8	1	0
1043	Rochester	Female Academy of the Sacred Heart.	Madame A. Carrigan	R. C	0	6	0	50					1	30
1044	do	Hale's Classical and Scientific School.	George D. Hale	Nonsect	1	0	20	2	7	0	11	2	9	4
1045	do	Livingston Park Seminary	Mrs. C. M. Curtis	P. E	0	7	0	48					1	0
1046	do	Nazareth Academy	Sister Mary Adelaide Carberry.	R. C	0	5	0	50	0	12			14	100
1047	do	Mrs. Sarah J. Nichols' School	Mrs. Sarah J. Nichols	Nonsect	0	3	0	36	0	0	0	0	3	20
1048	do	Wagner Memorial Lutheran College.	J. Steinhaeuser	Luth	4	0	49	0	0	0	0	0	1	0
1049	Rome	St. Peter's Academy	Sister Holy Family	R. C	0	2	0	40	0	0	0	0	6	30
1050	Roslyn, L. I	Bryant School	E. Hinds, A. M	Nonsect	2	2	24	1	12	1	11	1	4	10
1051	Sag Harbor	Academy Sacred Heart of Mercy	Sister Basile	R. C	0	2	0	15						16
1052	Salem	Washington Academy	W. B. Harding	Nonsect	0	4	38	69	2	0	5	0	10	180
1053	Saugerties	Saugerties Institute	William Wight	Nonsect	1	3	28	32	1	0	1	0	4	15
1054	Sauquoit	Sauquoit Academy	N. Leonard	Nonsect	1	1	25	37	5	2	0	0	4	68
1055	Sherwood	Select School	Agnes L. Tierney	Nonsect	0	2	20	9					1	8
1056	Sing Sing	Dr. Holbrook's Military School	Rev. D. A. Holbrook	Nonsect	6	0	60	0	10	0	15	0	5	10
1057	do	Mt. Pleasant Military Academy	J. Howe Allen	Nonsect	7	0	80	0	10	0	15	0	16	0
1058	do	St. John's School	Rev. J. B. Gibson, D. D	Epis	6	0	30	0	11	0	8	0	4	0
1059	Sodus	Sodus Academy	Elisha Curtiss, A. M	Nonsect	2	2	50	60	5	4			10	50
1060	Stapleton	The Staten Island Academy	Frederick E. Partington	Nonsect	1	4	29	40	29	10			7	133
1061	Suspension Bridge	De Veaux School	Reginald H. Coe	Epis	6	0	45	0	12	0	19	0	2	20
1062	Syracuse	St. John's Catholic Academy	Very Rev. Dr. J. S. M. Lynch	R. C	1	2	20	87	0	0	0	0	15	618
1063	Tarrytown	Irving Institute	A. Armagnac	Nonsect	2	2	19	0	3	0	6	0	5	6
1064	do	School for Girls	Miss H. L. Bulkley		0	6	0	40						10
1065	Tivoli	Trinity School	James Starr Clark, S. T. D	Epis	6	0	38	4	6	3	5	0	8	4
1066	Troy	Female Seminary	Miss Emily T. Wilcox	Nonsect	0	7	0	98			0	3	6	20
1067	do	La Salle Institute	Rev. Brother Edward	R. C	7	0	85	0					13	160
1068	do	St. Peter's Academy	Sister Mary Odelia	R. C	0	2	3	35	0	0	0	0	2	588
1069	do	Troy Academy	Maxey & Barnes	Nonsect	6	0	40	0	20	0	20	0	13	50
1070	Unadilla	Unadilla Academy	L. A. Groat	Nonsect	1	3	47	55	6	4	5	3	3	36
1071	Union Springs	Friends' Academy and Commercial College.	Charles H. Jones	Friends	3	2	44	31	5	3	2	0	11	12
1072	Utica	School for Young Ladies	Julia C. G. Platt		0	9	0	80	0	8				20
1073	Verona	**The Home School**	Mrs. T. M. Foster	Pres	0	1	0	6	0	3				9
1074	Walworth	**Walworth Academy**	A. H. McMurray	Nonsect	2	2	27	25	1	2	0	0		0
1075	Watertown	The Irving School	Edith Leila Cooper, B. S	Epis	0	3	0	16	0	0	0	2	0	16
1076	Westchester	Boys' Boarding School	B. T. Harrington	P. E	4	0	17	0	8	0			3	0
1077	do	Sacred Heart Academy	Brother August	R. C	3	0	50	0	15	0	0	0	11	65
1078	Yonkers	English, French, and German Day School.	Miss Emma Herzog		1	3	2	28						0
1079	do	Military School	Ezra B. Fanchew	Presb	2	2	20	0	3	0				10
1080	do	School for Young Ladies and Children.	Miss Maria Dana Halsted	Epis	0	4	0	25						10
	NORTH CAROLINA.													
1081	Albemarle	**Albemarle Academy**	Bivins & Helms	M. E. So	1	1	45	25	3	4	2	0		44

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	NORTH CAROLINA—continued.													
1082	Asheville	Bingham School	Robert Bingham	Nonsect	7	0	140	0	40	0	10	0	5	0
1083	Augusta	Augusta Seminary	J. D. Hodges	M. E. So	2	1	41	23	22	6	2	0	......	16
1084	Barnardsville	Mountain Dale Seminary	Walter Hurst	......	2	2	45	40	4	3	0	0	7	86
1085	Belmont	St. Mary's College	Rev. Julius Pohl, O. S. B	R. C	9	0	93	0	......	......	......	......	......	17
1086	Belvidere	Belvidere Academy	Phariba W. White	Friends	0	1	1	1	0	0	1	1	0	49
1087	Bethany	High School	Robt. H. Biesecker	Nonsect	1	1	10	10	6	4	9	1	......	46
1088	Bethel	Bethel Academy	Alva C. English	Meth	1	1	11	15	2	8	3	7	......	48
1089	Blowing Rock	Skyland Institute	F. Annette Jackson	Cong	0	1	0	3	0	0	0	0	0	77
1090	Burlington	Burlington Academy	Wilbur E. Ormond	M. E. So	1	1	16	18	4	6	0	0	......	118
1091	......do	Misses McIver and Kirkland's School.	Misses McIver and Kirkland.	Presb	0	1	3	5	0	0	0	0	0	52
1092	Caldwell Institute	Caldwell Institute	J. H. McCracken	Nonsect	0	2	20	25	12	14	0	0	0	40
1093	Cameron	Cameron Academy	M. E. McIver	Nonsect	1	0	12	6	1	0	0	0	0	......
1094	Cape	Cross Roads Academy	W. P. White	......	1	0	6	1	......	......	......	......	......	38
1095	Cedar Grove	Cedar Grove Academy	Rev. J. B. Gamo	Nonsect	1	1	12	15	......	......	......	......	......	60
1096	Charlotte	Macon School	E. L. Reid, J. G. Baird	Nonsect	2	0	24	0	6	0	0	0	......	33
1097	Chocowinity	Trinity School	Rev. N. C. Hughes, D. D	P. E	3	1	23	15	......	......	......	......	......	27
1098	Clayton	Utopian Institute	R. C. Gulley	Bapt	1	0	3	2	3	2	......	......	......	34
1099	Columbia	Columbia Academy	E. D. Burgess	Nonsect	1	0	15	15	......	......	......	......	......	......
1100	Como	Buckhorn Academy	Julien Henri Picöt	Nonsect	2	0	23	0	15	0	......	......	......	12
1101	Concord	Male High School	L. A. Bickle	Nonsect	2	0	25	0	10	0	0	0	4	81
1102	......do	Scotia Seminary	Rev. D. J. Satterfield, D. D	Presb	1	8	0	17	0	0	0	0	17	221
1103	Conover	Concordia College	R. A. Yoder	Luth	3	0	52	48	......	......	0	0	3	30
1104	Durham	Male Academy	L. T. Buchanan	Bapt	1	0	25	0	20	0	......	......	0	25
1105	......do	Methodist Female Seminary	Miss Carrie Wafford Carpenter.	Meth	1	1	1	24	......	......	......	......	......	......
1106	......do	Piney Grove Academy	C. W. Massey	Nonsect	1	0	2	4	1	0	8	2	......	47
1107	East Bend	Union High School	John T. Benbow, A. B	Nonsect	2	1	50	32	0	0	1	1	......	45
1108	Ellenboro	High School	Lee W. Lynch	Nonsect	1	2	28	23	......	......	......	......	......	71

1109	Farmington	Farmington Academy	Leon Cash	Nonsect	1	0	9	7	......	......	......	......	......	......
1110	Franklin	High School	Dewitt Walter Odom	M. E. So	2	2	45	34	12	9	6	0	4	62
1111	Franklinton	Albion Academy	Rev. S. S. Sevier	Presb	3	8	33	46	6	3	0	0	4	63
1112	do	Classical and Military Institute	C. N. Funnell	Nonsect	1	0	25	0	......	......	......	......	......	15
1113	Garysburg	Garysburg Female Academy	Miss Emmie J. Faison	Nonsect	0	1	6	10	0	0	......	......	......	9
1114	Gastonia	High School	W. F. Marshall	Nonsect	1	2	35	40	2	3	0	0	1	50
1115	Germanton	Germanton Institute	Rev. John W. Wilborn	Nonsect	1	1	5	20	0	7	1	0	......	30
1116	Gibsonville	Fairview Academy	W. T. Whitsell, A. M., superintendent.	Nonsect	1	3	30	20	......	......	......	......	......	64
1117	Glenwood	Glenwood Academy	J. E. Spence	Nonsect	1	1	16	8	1	0	0	1	2	63
1118	Gold Hill	Bethany Academy	L. H. Rothrock		1	0	14	10	6	1	......	......	......	73
1119	Greensboro	Bennett Seminary	Rev. C. N. Grandison, B.D., D.D.	M. E	4	1	27	12	22	0	0	11	......	183
1120	Grifton	Male and Female Academy	C. H. James	Nonsect	2	3	26	20	10	18	10	8	0	101
1121	Hayesville	Male and Female College	H. P. Bailey	M. E. So	1	1	30	30	......	......	......	......	0	159
1122	Hendersonville	Judson College	Richard H. Lewis, president	Bapt	2	3	60	40	......	......	......	......	......	28
1123	Hibriten	Mountain Academy	E. B. Phillips	Nonsect	1	1	21	11	6	2	......	......	......	20
1124	Holly Springs	Holly Springs Academy	C. F. Siler	Nonsect	2	1	18	16	15	3	13	3	......	15
1125	Hookerton	Collegiate Institute	G. W. Newborn	Nonsect	1	0	3	1	2	1	0	0	0	60
1126	Huntersville	High School	Rev. W. W. Orr, A. M.	Ref'd Presb	3	1	55	37	10	5	......	......	......	54
1127	Huntley	Salem High School	George E. Butler	Miss. Bapt.	1	0	10	6	10	6	10	6	7	53
1128	Ilex	Holly Grove Academy	Rev. W. P. Cline, PH. B	Luth	1	2	12	6	2	0	......	......	......	31
1129	do	Kinston College	Rev. W. B. Lee, B. D., and J. L. Crowell, B. E.	Nonsect	2	1	37	37	10	10	......	......	......	24
1130	Kinston	The Misses Patricks' Boarding and Day School.	Miss Virginia Patrick	Nonsect	0	4	20	30	0	2	......	......	......	25
1131	Leaksville	Collegiate Institute	N. S. Smith	Nonsect	1	1	2	14	......	......	......	......	......	26
1132	do	Practical High School	B. W. Ray	Bapt	0	1	46	50	10	10	25	25	0	39
1133	Leicester	Leicester Academy	H. F. Ketron	M. E	1	1	9	5	1	0	0	1	......	108
1134	Lenoir	Lenoir Academy	E. L. Barnes	Nonsect	2	1	50	0	4	0	2	0	......	26
1135	Lexington	Lexington Seminary	W. J. Scroggs	Nonsect	1	1	27	26	5	8	2	2	......	77
1136	Long Creek	High School	Mathew R. Johnson		0	1	8	13	......	......	......	......	......	......
1137	do	Rocky Point District High School	J. W. Jacobs	A. M. E	1	0	4	0	0	0	0	0	0	65
1138	Louisburg	Male Academy	A. G. Brown	Nonsect	1	0	16	0	16	0	0	0	0	12
1139	Lumber Bridge	High School	J. A. Monroe		2	2	40	30	......	......	......	......	......	......
1140	Madison	do	J. C. Johnson	Nonsect	1	1	14	12	......	......	1	2	3	19
1141	Marshallberg	Graham Academy	Rev. W. Q. A. Graham	M. E	1	1	25	20	0	0	0	0	0	94
1142	Moffitts Mills	Shiloh Academy	J. R. Miller	Christian	1	0	20	8	......	......	......	......	......	53
1143	Mooresville	Mooresville Academy	Hugh A. Grey, jr	Presb	1	1	25	20	6	4	1	0	......	70
1144	do	Oak Institute	Walter L. Nicholson	Nonsect	1	2	25	23	......	......	......	......	......	33
1145	Moravian Falls	Moravian Falls Academy	Rev. R. L. Patton, A. B	Bapt	0	2	47	14	......	......	......	......	......	0
1146	Morven	High School	J. C. Hines	Nonsect	1	0	21	12	5	3	......	......	......	40
1147	Mount Holly	do	Brevard Nixon	Nonsect	1	0	6	6	4	3	......	......	......	35
1148	Mount Olive	do	Edward E. Britton	Nonsect	1	1	14	26	0	0	0	0	0	30
1149	Newbern	Collegiate Institute	G. T. Adams		1	4	75	60	......	......	......	......	......	140
1150	Nicholsons	Eureka Academy	J. E. T. Massey	Nonsect	1	0	2	2	2	0	0	0	0	37
1151	Norris	Meat Camp High School	Jacob Wike		2	0	33	39	7	1	7	1	0	8
1152	Norwood	High School	R. L. Smith	Nonsect	1	2	25	30	......	......	......	......	......	67
1153	Oak Ridge	Oak Ridge Institute	J. A. and M. H. Holt, A. M		4	4	250	28	......	......	......		24	23
1154	Pineville	Carolina Academy	L. Shurley	Nonsect	1	0	20	12	9	6	......	......	4	37
1155	Pees	Buies Creek Academy	Rev. J. A. Campbell	Nonsect	2	1	40	45	......	......	......		......	60
1156	Prathers Creek	New Hope Academy	J. C. Cheek	Bapt	1	1	30	10	3	2	......		0	24

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							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	NORTH CAROLINA—continued.													
1157	Raleigh	Peace Institute	James Dinwiddie	Nonsect	0	7	0	70	......	......	......	......	......	91
1158	...do	Raleigh Male Academy	Hugh Morson and C. B. Denson.	Nonsect	3	0	86	0	25	0	6	0	......	38
1159	...do	St. Mary's School	Rev. Bennett Smedes	P. E	1	9	0	150	......	......	......	......	9	30
1160	Reidsville	Female Seminary	Miss Annie L. Hughes	Presb	0	3	1	19	1	10	......	......	0	32
1161	Ridgeway	High School	John Graham	Nonsect	1	1	10	7	10	7	......	......	......	33
1162	Rocky Point	Rocky Point Academy	Elias B. Wilcox	Nonsect	1	0	4	5	1	3	0	0	0	34
1163	Rubicon	Ingram-Branch High School	Samuel D. Cole	Nonsect	1	1	15	12	6	5	3	2	......	63
1164	Rutherford	Military Institute	W. T. R. Bell	Nonsect	3	0	60	0	50	0	10	0	12	47
1165	Salem	Boys' School	J. F. Brower	Moravian	1	0	16	0	3	0	......	......	......	57
1166	Scotland Neck	Military School	W. C. Allen	Nonsect	2	0	63	0	12	0	0	0	0	14
1167	Selma	Selma Academy	W. H. Pope		1	0	10	6	3	2	......	......	......	18
1168	Snow Hill	Greene Academy	James B. Williams, sr		1	0	5	12	......	......	2	3	......	14
1169	Southport	Southport Academy	A. I. Fitzgerald		1	1	18	36	0	0	0	0	0	16
1170	Statesville	High School for Boys	H. T. Burke	Nonsect	2	0	47	0	8	0	4	0	......	25
1171	......do	Home School	Mrs. Fannie Morrow		0	2	0	20	......	......	......	......	......	35
1172	Sweet Water	Bethel Academy	W. M. Francum	Bapt	1	0	4	4	4	8	0	0	0	20
1173	Taylorsville	High School	A. C. McIntosh and J. N. Correll.	Nonsect	1	1	43	39	......	......	3	0	5	63
1174	Thomasville	Female College	Frank H. Curtis		1	2	22	21	......	......	......	......	0	20
1175	Trap Hill	Fair View College	Joel F. Smith	M. E	1	2	77	25	......	......	......	......	......	93
1176	Trenton	High School	W. H. Rhodes	Nonsect	1	1	10	16	6	4	......	......	......	34
1177	Warrenton	Male Academy	C. H. Scott, A. M	Nonsect	1	0	11	0	6	0	......	......	......	4
1178	Warsaw	High School	L. S. Cannon	Miss. Bapt	0	1	22	15	4	2	8	0	......	28
1179	Washington	Miss Griffin's School	Miss H. E. Griffin	Nonsect	0	1	1	20	......	......	......	......	......	17
1180	Wilmington	Cape Fear Academy	Washington Catlett	Nonsect	2	0	81	0	......	......	1	0	......	0
1181	......do	English and Classical School	Daniel Morrelle	P. E	1	0	22	10	......	......	......	......	......	1
1182	Wilson	Male Academy	E. Lee Middleton	Nonsect	3	0	50	0	10	0	2	0	0	13
1183	Winston	Waters' Normal Institute	Rev. C. S. Brown	Bapt	2	2	24	30	3	2	0	0	0	108

1184	Woodland	High School	N. W. Britton	Nonsect	1	0	17	5	0	0	0	0	0	37
1185	Yadkin College	Yadkin College	George W. Holmes	M. E	2	1	30	20						27
1186	Zionville	Zionville Academy	W. M. Jones	Bapt	1	1	20	21	1	2	0	0	4	37
	NORTH DAKOTA.													
1187	Arvilla	Normal and Classical Academy	Rev. J. A. Brown, A. M		1	2	20	15	12	5	10	8	0	11
1188	Grand Forks	St. Bernard's College and Convent.	Mother Stanislaus Rafter	R. C	1	1	3	30						6
1189	Jamestown	Jamestown College	Geo. Sumner Baskervill.	Presb	2	8	10	13	1	0	3	0	3	0
	OHIO.													
1190	Ada	Ohio Normal University	Henry S. Lehr, president	Nonsect	26	8	1945	846					234	19
1191	Austinburg	Grand River Institute	Rev. R. G. McClelland	Nonsect	4	5	83	95					8	0
1192	Barnesville	Friends' Boarding School	J. Hervey Dewees	Friends	2	2	33	43	0	0			5	0
1193	Central College	Central College Academy	M. H. Frank	Presb	3	0	29	27	4	4	4	8	2	0
1194	Cincinnati	Collegiate School	Rev. J. Babin	Epis	3	1	18	0	6	0				0
1195	do	Eden Park School for Girls	Madam Fredin	Nonsect	0	4	0	40						
1196	Cincinnati, East Walnut Hills.	Miss Fisher's School for Young Ladies and Children.	Miss Eugenie Fisher	Nonsect	0	2	0	16					1	48
1197	Cincinnati, Walnut Hills.	Franklin School	Joseph E. White	Nonsect	3	2	50	0	35	0	15	0	15	32
1198	Cincinnati	St. Francis Gymnasium	Rev. Jerome Kilgenstein, O. S. B.	R. C	8	0	72	0					13	0
1199	do	School for Girls	Miss Kate M. Lupton		0	1	0	12	0	8				0
1200	do	Young Ladies' Literary Institute.	Sister Mary Borgia	R. C	0	2	0	25						75
1201	Cleveland (787 Euclid ave.).	Hathaway-Brown School for Girls	Miss Mary E. Spencer		1	3	0	47	0	4	0	20	4	76
1202	Cleveland (1020 Prospect ave.).	Miss Mittleberger's English and Classical School.	Miss Augusta Mittleberger.	Nonsect	0	10	0	75	0	2	0	0	10	95
1203	Cleveland	St. Ignatius College	Rev. Henry Knappmeyer, S. J.	R. C	14	0	128	0	15	0				15
1204	Columbus (441 E. Town st.).	The Columbus Latin School	Frank T. Cole		5	0	38	0	34	0	4	0	5	6
1205	Columbus (151 E. Broad st.).	Miss Phelps's English and Classical School for Young Ladies and Children.	Miss Lucretia W. Phelps	Epis	5	7	0	100					8	60
1206	Columbus	St. Joseph's Academy	Sister of Notre Dame	R. C	0	2	0	22					2	97
1207	Damascus	Damascus Academy	Henry H. Goddard, A.B., A.M.	Friends	2	0	42	31	0	0	1	1	0	35
1208	Dayton	St. Mary's Institute	Rev. James Weckesser	R. C	6	0	46	0	0	0	0	0	5	231
1209	Ewington	Ewington Academy	F. F. Vale, A.M	Nonsect	1	1	30	26	3	2	2	1	0	4
1210	Fostoria	Fostoria Academy	W. L. Mathers, A.M	N. B	4	2	50	38	4	2	2	1	2	0
1211	Gallipolis	The Gallia Academy	William Miller, A. M	Nonsect	1	1	34	10						31
1212	Gambier	Harcourt Place Seminary	Miss Ada I. Ayer, A.B	Epis	0	5	0	60	0	3	0	3	7	0
1213	do	Kenyon Military Academy	Lawrence Rust, M. A., LL. D., rector.	Epis	7	0	101	0	12	0	30	0	13	12
1214	Georgetown	Georgetown College	G. W. Preston, president	Nonsect	2	5	31	57	5	4	11	8	0	40
1215	Granville	Granville Academy	J. D. S. Riggs, A. M., PH. D.	Bapt	5	0	109	0	88	0	21	0	23	9
1216	Green Spring	Green Spring Academy	Frank G. Houle	Presb	3	0	25	17	12	3			2	0
1217	Harlem Springs	Harlem Springs College	John R. Steeves, A. M	Nonsect	3	2	20	25	3	3	0	0	0	18
1218	Hudson	Western Reserve Academy	Newton B. Hobart	Nonsect	4	1	53	15	21	0	31	4	16	0

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	OHIO—continued.													
1219	Lancaster	Crawfis Institute	D. C. Arnold	Nonsect	3	1	23	18	6	4	10	5		0
1220	Marietta	Marietta Academy	Martin R. Andrews	Nonsect	3	0	71	0	35	0	19	0	21	0
1221	Marion	St. Mary's School	Rev. J. A. Burns, rector	R. C	1	1	8	16					2	83
1222	Mount Vernon	St. Vincent de Paul's School	Rev. L. W. Mulhane	R. C	1	2	20	20					0	134
1223	New Hagerstown	New Hagerstown Academy	J. Howard Brown	Nonsect	2	0	24	0			4	0		0
1224	New Lexington	St. Aloysius Academy	Mother Gonzaga, O. S. F.	R. C	1	2	0	20	0	0	0	0	2	30
1225	Northwood	Normal and Collegiate Institute	J. C. Hood	Ref. Presb	1	1	8	12						0
1226	Oxford	Western Female Seminary	Miss Leila S. McKee	Nonsect	0	2	0	149					8	0
1227	Poland	Union Seminary	Eugene P. Semple	Presb	1	1	11	13	1	1	0	0	2	0
1228	Portsmouth	Ohio Military Academy	Col. A. L. Bresler, superintendent.	Nonsect	7	0	32	0					0	3
1229	Reading	Academy of Mount Notre Dame	Sister Superior Agnes Aloysia.	R. C	0	4	0	27			0	0	7	40
1230	St. Martin	Ursuline Academy for Young Ladies.	Sister M. Baptista	R. C	0	5	0	34					3	29
1231	Sandusky	English and Classical School	N. A. and Mrs. L. C. Balcom.	Nonsect	1	3	15	20	3	2	10	15	10	22
1232	Savannah	Savannah Academy	J. W. Bowlus	Nonsect	5	2	90	97	0	0	0	0	0	0
1233	South New Lyme	New Lyme Institute	J. Tuckerman, A. M., PH. D.	Nonsect	4	3	80	79	18	17				
1234	South Salem	Salem Academy	L. F. Hennessy	Presb	1	2	20	25	7	5	2	1	7	0
1235	Springfield	Springfield Seminary	Susan A. Longwell (Miss)	Nonsect	0	2	0	30					0	28
1236	Steubenville	Female Seminary	Rev. Dr. A. M. Reid	Presb	0	9	0	60						10
1237	Tiffin	College of Ursuline Sisters	Mother St. Ignatius	R. C	0	2	0	44	0	20			6	150
1238	do	Heidelberg Academy	E. J. Shives, A. M	Eng. Ref	5	0	97	30						
1239	Toledo	Ursuline Academy	Sister Mary of the Immaculate Heart, superintendent.	R. C	0	6	0	90	0	60				279
1240	Wauseon	Northwestern Normal and Collegiate Institute.	Solomon Metzler, president	Nonsect	1	3	29	20			8	7	18	311
1241	Zanesville	Putnam Classical Institute (Putnam Seminary).	Miss Helen J. Preston	Presb	0	5	0	42	0	0	0	0	5	8

	OREGON.													
1242	Albany	Collegiate Institute	Rev. Elbert N. Condit, A. M	Presb	3	2	67	55	10	4	9	12	4	79
1243	Baker City	St. Francis Academy	Sister Mary Cupertino	R. C	0	2	20	37	0	5	0	8	2	25
1244	Coquille City	Coquille City Academy	W. H. Bunch	7th-Day Ad	3	0	24	36						65
1245	Dallas	La Creole Academic Institute	Thomas C. Bell, A. M	Nonsect	1	2	18	15	0	0	0	0		28
1246	Drain'	Drain Academy	W. C. Hawley		1	1	8	10						127
1247	Forest Grove	Tualatin Academy	D. L. Edwards	Cong	2	1	43	40	1	1	18	17		0
1248	Milton	Milton Academy	G. W. Colcord	7th-Day Ad	2	0	15	5					5	148
1249	Mount Angel	Mount Angel Academy	Mother Mary Joanna (Ev.) O. S. B.	R. C	0	6	0	40	0	0	0	0	2	52
1250	Newberg	Friends' Pacific Academy	Edwin Morrison	Friends	2	0	17	15					2	88
1251	Portland	Bishop Scott Academy	J. W. Hill, M. D., B. A	Epis	9	0	100	0	0	0	0	0	17	59
1252	do	Portland Academy	J. R. Wilson	Nonsect	2	1	32	28	11	0	13	18	0	54
1253	do	St. Helen's Hall	Miss Mary B. Rodney	P. E	1	2	0	66	0	1	0	0	4	37
1254	do	St. Michael's College	Brother Michael	R. C	2	0	30	0	8	0	12	0	11	220
1255	St. Paul	St. Paul's Academy	Sister Mary Laurentia	R. C	0	1	0	6						54
1256	Salem	Academy of the Sacred Heart	Sister M. Alodia	R. C	0	2	0	20					3	60
1257	The Dalles	St. Mary's Academy		R. C	0	4	0	50					3	165
1258	do	Wasco Independent Academy	Will C. Ingalls, A. M	Nonsect	1	2	23	28	2	0	1	0	3	29
	PENNSYLVANIA.													
1259	Academia	Tuscarora Academy	Josiah J. Ealer, jr	Presb	1	1	15	20	1	0	2	0		15
1260	Allegheny	School for Girls	Miss Mary Maitland	Nonsect	0	1	0	9						2
1261	Ambler	Sunnyside School	Miss S. A. Knight	Nonsect	1	0	4	6					3	38
1262	Armagh	Select School	C. A. Campbell	Nonsect	1	0	30	28						31
1263	Barkeyville	Barkeyville Academy	John F. Bigler		2	2	35	36	5	0	0	0	2	40
1264	Beath	St. Xavier's Academy	Sister M. Josephine McCaffrey.	R. C	0	9	0	65					8	40
1265	Beaver	Beaver College and Musical Institute.	Rev. R. T. Taylor	M. E.	2	2	0	48	0	0	0	0	7	20
1266	Bellefonte	Bellefonte Academy	Rev. J. P. Hughes	Nonsect	1	2	26	14	5	10	15	10		40
1267	Bethlehem	Moravian Parochial High School	Rev. C. B. Shultz	Moravian	4	3	66	40	1	0	10	0	19	147
1268	do	Preparatory School for Lehigh University.	William Ulrich	Nonsect	6	0	85	0	8	0	77	0	44	12
1269	Birmingham	Mountain Seminary	Miss W. J. Davis	Presb	0	4	4	60	0	6	0	1	7	12
1270	Boyertown	Boyertown Academy	P. D. W. Hankey, A. M	Nonsect	2	0	12	8	7	4	5	4		0
1271	Bustleton	St. Luke's Boarding School for Boys.	Charles H. Strout		5	1	49	0	3	0	9	0	7	0
1272	Chambersburg	Chambersburg Academy	M. R. Alexander	Nonsect	3	0	65	0	35	0	20	0	5	7
1273	Chester	Chester Academy	George Gilbert	Nonsect	2	3	29	24	4	0	0	0	4	25
1274	Dayton	Glade Run Classical and Normal Academy.	Rev. G. W. Mechlen, D. D	Presb	1	1	13	15	2	1	5	7	0	0
1275	Doylestown	Doylestown Seminary	George Wheeler, M. E											
1276	Dry Run	Dry Run Academy	E. E. Pawling	Presb	2	1	15	30	4	2	0	0	1	50
1277	Duncannon	Duncannon Academy	Thos. M. Statford, A. B	Nonsect	1	0	9	7	0	1	2	0	3	20
1278	Eldersridge	Classical and Normal Academy	Rev. N. B. Kelly	Nonsect	2	0	35	16	15	10	2	0	15	0
1279	Erie	St. Benedict's Academy	Sister M. Clara	R. C	0	3	0	21	0	0	0	0	0	60
1280	Evans City	Normal School	J. C. Tinstman, A. M	Nonsect	1	1	40	60	3	1			14	90
1281	Factoryville	Keystone Academy	David W. Brown	Bapt	5	4	136	101					13	0
1282	Fredericksburg	Schuylkill Seminary	Rev. G. Holzapfel, A. M	Evan. Ass.	3	1	18	12	6	0	2	1	4	71

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							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	PENNSYLVANIA—continued.													
1283	Germantown	Germantown Academy	William Kershaw	Nonsect	10	0	160	0	75	0	85	0	40	100
1284	do	Miss Mary E. Steven's School	Miss Mary E. Stevens	Epis	0	2	0	80						20
1285	Greensburg	Greensburg Seminary	W. M. Swingle, PH. D.	Luth	6	3	119	157	20	3	5	0		14
1286	do	St. Joseph Academy for Young Ladies.	Mother Regina	R. C.	0	3	0	53					4	88
1287	Harrisburg	The Misses Tomkinson's School	Miss Martha M. Tompkinson	Nonsect	0	3	0	32	0	0	0	9	4	51
1288	Huntington	Huntington Mills Academy	J. W. Hayman	Nonsect	1	0	5	3						25
1289	Jamestown	Jamestown Seminary	F. A. Collins		1	0	17	14						
1290	Jefferson	Monongahela College		Bapt	2	3	37	28	18	17	15	15	26	104
1291	Jenkintown	Abington Friends' School	Arthur H. Tomlinson	Friends	2	4	57	61	2	2	7	3	7	30
1292	Kennett Square	Martin Academy	J. H. Painter		2	1	41	25	4	4	4	0	7	2
1293	Kingston	Wyoming Seminary	Rev. L. L. Sprague	M. E. So	5	7	217	132	36	8	58	0	33	
1294	Lancaster	The Yates Institute	Montgomery Rogers Hooper	P. E.	3	0	20	0	13	0	1	0	3	18
1295	Langhorne	Friends' Institute	Miss Cassandra H. Rice	Friends	0	2	20	20	5	4	5	4		
1296	Lansdowne	Darby Friends' School	Miss Belle H. Mooney	Friends	1	4	33	21	1	0				20
1297	Lewistown	Lewistown Academy	Mrs. Miranda Beardsley	Nonsect	0	2	8	9						5
1298	Ligonier	Classical Institute	E. H. Dickinson	Presb	1	1	7	8	2	0	0	0		71
1299	McConnellsburg	McConnellsburg Academy	Rev. J. L. Grove	Nonsect	2	0	7	18	2	4	2	6	0	6
1300	McSherrystown	St. Joseph's Academy	Mother Ignatius	R. C.	0	1	0	10	0	0	0	0	0	34
1301	Martinsburg	Juniata Collegiate Institute	P. H. Bridenbaugh	Nonsect	2	0	22	0	9	0	6	0	0	6
1302	Media	Providence Preparatory Meeting School.	Miss Alice W. Jackson	Friends	0	3	15	16	0	2	1	0	4	10
1303	Mercersburg	Mercersburg College	Rev. Dr. Geo. M. Aughinbaugh, D. D.	Reformed	3	8	40	29						
1304	Meyersdale	Preparatory School and Normal Institute.	John D. Meese	Nonsect	1	1	15	11	7	5	0	0	3	130
1305	Mifflintown	Mifflin Academy	Samuel J. Pawling	Nonsect	1	0	15	15						0
1306	Millville	Greenwood Seminary	Henry R. Russell	Friends	1	2	33	21	0	0	0	0	0	22
1307	Mount Pleasant	Western Pennsylvania Classical and Scientific Institute.	Leroy Stephens, D. D	Bapt	1	2	25	20	10	3	0	2	7	87

1308	Myerstown	Palatinate College	Rev. Wm C. Schaffer, PH. D	Reformed	3	1	49	23	26	0	......	......	12	57
1309	Newtown Square	Friends' Board'g and Day Schools	Miss Elizabeth Lloyd	Friends	1	1	6	10	......	......	......	......	......	8
1310	North East	St. Mary's College	Rev. Aug. Dooper	R. C	5	0	42	0	......	......	......	......	......	0
1311	North Hope	North Washington Academy	D. R. Sumstine, A. B	Nonsect	1	0	16	19	0	3	......	......	7	0
1312	North Wales	Academy and School of Business	Samuel U. Brunner	Nonsect	4	1	40	26	5	3	7	2	4	0
1313	Ogontz	Cheltenham Academy	Jno. Calvin Rice	Nonsect	4	2	65	0	6	0	......	......	3	......
1314	Oley	Oley Academy	Hiester A. Bowers	Nonsect	2	0	48	18	1	0	0	0	......	71
1315	Oxford	Oxford Academy	Rev. Jas. A. Marshall, M. A	Presb	2	1	27	16	6	4	6	2	......	0
1316	Philadelphia (1324 Locust st.).	Academy of the Protestant Episcopal Church.	James W. Robins, D. D	P. E	6	0	86	0	......	......	......	......	......	......
1317	Philadelphia (401 S. 22d st.).	Wm. S. Blight's School for Boys.	Wm. S. Blight, jr	Nonsect	4	0	28	0	......	......	......	......	3	15
1318	Philadelphia	Misses Cooper School for Young Ladies.	Misses Annie and Sarah Cooper.	Nonsect	0	4	0	33	0	4	......	......	6	17
1319	do	French and English Home School	Madame H. V. F. Clerc	Epis	0	5	0	21	......	......	......	......	......	......
1320	Philadelphia (15th and Race sts.).	Friends' Central High School	George L. Maris, A. M., and Miss Annie Shoemaker.	Friends	10	28	211	392	......	......	......	......	40	0
1321	Philadelphia (140 N. 16th st.).	Friends' Select School	J. Henry Bartlett, superintendent.	Friends	3	7	48	82	......	......	......	......	......	70
1322	Philadelphia (2037 De Lancey Place).	Miss Gibson's Family and Day School for Young Ladies.	Miss M. S. Gibson	......	0	2	0	24	......	......	......	......	3	11
1323	Philadelphia	Girard College for Orphans, "white, male."	[illegible]am H. Fetterolf, LL. D., president.	Nonsect	15	7	265	0	0	0	0	0	36	......
1324	do	Miss Gordon's English and French Boarding and Day School for Young Ladies.	Miss Elizabeth F. Gordon	......	0	2	0	20	......	......	0	2	0	50
1325	Philadelphia (2011 De Lancey Place).	Agnes Irwin's School for Girls	Miss Agnes Irwin	Nonsect	2	10	0	100	......	......	......	......	......	24
1326	Philadelphia	George F. Martin's School for Boys.	George F. Martin	Nonsect	6	0	46	0	20	0	26	0	9	0
1327	Philadelphia (Chestnut Hill).	Mount St. Joseph Academy	Sisters of St. Joseph	R. C	0	3	0	65	0	25	0	0	7	20
1328	Philadelphia (700 N. Broad st.).	North Broad Street Select School	George Eastburn, M. A., PH. D.	Nonsect	9	1	120	0	25	0	23	0	9	21
1329	Philadelphia	Philadelphia Seminary	Miss Rebecca E. Judkins	......	0	9	0	90	......	......	......	......	14	10
1330	do	Rittenhouse Academy	De Benneville K. Ludwig	Nonsect	5	0	43	0	13	0	19	0	10	7
1331	Philadelphia (1415 Locust st.).	Rugby Academy	Caleb Allen	Nonsect	8	0	70	0	17	0	20	0	17	22
1332	Philadelphia	Schleigh Academy	Miss Frances M. Schleigh	Nonsect	0	4	0	24	0	6	......	......	......	46
1333	do	School for Girls	Mrs. L. M. B. Mitchell	Nonsect	0	3	0	25	......	......	......	......	......	......
1334	do	The Wellesley School	Miss Cordelia Buttingham	......	0	5	0	66	0	10	0	14	4	20
1335	do	West Green Street Institute	Miss Martha Laird	Nonsect	0	4	0	36	......	......	......	......	1	16
1336	do	West Walnut Street Seminary	Mrs. Henrietta Kutz	Nonsect	0	4	0	40	......	......	......	......	7	......
1337	do	William Penn Charter School	Richard M. Jones, LL. D	Friends	16	0	288	0	......	......	......	......	31	4
1338	Pittsburg	Bishop Bowman Institute	Rev. Robert J. Coster	P. E	2	3	0	50	0	0	0	0	......	25
1339	do	Ursuline Ladies' Academy	Sr. St. Frances	R. C	0	4	0	50	0	10	0	25	......	25
1340	Pottsboro	The Hill School	John Meigs	......	13	0	105	0	50	0	50	0	15	......
1341	Pottstown	Normal Institute	A. H. Herbst	......	2	0	13	7	10	0	......	......	......	53
1342	Reading	Selwyn Hall	Wm. J. Wilkin	P. E	4	0	27	0	12	0	15	0	0	6
1343	Rimersburg	Clarion Collegiate Institute	Rev. W. W. Deatrick, A. M	Reformed	1	1	30	25	5	0	......	......	0	10
1344	Scranton	The Green Ridge School	Misses Frances A. and Marcia P. Snyder.	......	1	1	11	21	1	1	......	......	......	45

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							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	PENNSYLVANIA—continued.													
1345	Scranton	The School of the Lackawanna	Rev. Thos. M. Cann, A. M	Presb	4	5	66	47						40
1346	Selins Grove	The Missionary Institute	J. R. Dimm, A. M., D. D	Luth	5	1	87	20					14	0
1347	Sharon	Hall Institute	T. A. Edwards	Bapt	2	2	40	28	13	5	3	1	19	
1348	South Bethlehem	Bishopthorpe School for Girls	Miss Fanny I. Walsh	Epis	7	0	34	0					0	6
1349	Springtown	Springtown Academy	A. I. Reinhard	Nonsect	1	0	12	11	1	0			0	
1350	Stanton	Bellview Academy	A. C. Douglass	Nonsect	2	0	7	14	2	1	0	8	3	83
1351	Sugar Grove	Sugar Grove Seminary	R. J. White	U. Breth	2	7	72	146	3	5	12	15	4	0
1352	Uniontown	Redstone Academy	James H. Griffith	Nonsect	2	1	28	42						20
1353	Ward	Ward Academy	Benj. F. Leggett	Meth	1	2	12	10	0	0	0	0	0	14
1354	Washington	Trinity Hall	Alfred Colburn Arnold	Epis	3	0	18	0	5	0	2	0	0	9
1355	Waterford	Waterford Academy	J. R. Green	Nonsect	6	4	150	75	15	0	0	0	6	0
1356	West Chester	Darlington Seminary for Young Ladies.	Richard Darlington	Friends	0	5	0	53	4	4	6	6	8	15
1357	West Philadelphia	The Hamilton School	Le Roy Bliss Peckham	Nonsect	3	0	40	0	30	0	6	0	10	60
1358	West Sunbury	West Sunbury Academy	Thomas E. Moffat	Nonsect	0	2	33	84	6	8	2	0	23	111
1359	Westtown	Boarding School	Jonathan G. Williams, supt	Friends	3	2	44	36	2	0	0	0	21	10
1360	Wilkes Barre	Harry Hillman Academy	Edwin L. Scott, PH. D	Nonsect	8	0	53	0	27	0	26	0	12	51
1361	Williamsport	Classical Institute	Miss Jane M. Wilson	Nonsect	0	2	0	25						20
1362	do	Dickinson Seminary	Edward J. Gray		2	2	66	23	3	0	8	0	24	
1363	Wyncote	Chelton Hills School	Mrs. E. W. Heacock		3	1	12	33					24	16
	RHODE ISLAND.													
1364	East Providence	Select School	Miss Annie E. J. Hazard	P. E	0	1	8	7						43
1365	Elmherst, Providence.	Academy of the Sacred Heart	Madame O'Rorke, superioress.	R. C	0	12	0	62						
1366	Peace Dale	South Kingston High School	Sumner Mowry		1	1	13	21	1	2	1	0	4	53
1367	Providence	English and Classical School	Charles B. Goff	Nonsect	5	0	90	0	60	0	30	0	14	104
1368	do	La Salle Academy	Brother James	R. C	10	0	210	0						0

	SOUTH CAROLINA.													
1369	Anderson	Home School	Miss L. C. Hubbard		1	1	10	23	10	23				121
1370	do	Patrick Military School	Col. John B. Patrick	Nonsect	5	0	90	0						32
1371	Batesburg	High School	B. Rhodes Hundley	Bapt	1	1	16	12	16	12	0	0		35
1372	Charleston	Academy of Our Lady of Mercy	Sister Mary Agatha	R. C.	0	2	0	50	0	0	0	0	5	30
1373	do	Avery Normal Institute	Morrison A. Holmes	Cong	1	2	40	60	7	10	0	0	17	240
1374	do	Female Seminary	Miss E. A. Kelly	Nonsect	0	5	0	80						40
1375	do	German School	C. H. Bergman	Nonsect	0	1	21	17	0	0	0	0	0	57
1376	do	High School of Charleston, S. C.	Virgil C. Dibble, A. M.	Nonsect	5	0	125	0	25	0	20	0	15	20
1377	do	Porter Academy	C. J. Colcock, head master	Epis	6	2	130	0						0
1378	do	Mrs. I. Smith's Private School	Mrs. Isabel A. Smith		0	3	0	50					10	40
1379	do	University School	W. D. McKenney	Nonsect	2	0	39	0	30	0	0	0		6
1380	do	Wallingford Academy	Rev. L. A. Grove	Presb	1	1	21	32	4	0	0	0	5	452
1381	Chesterfield C. H.	Chesterfield Academy	D. S. Matherson	Nonsect	1	1	18	12	5	2	11	5	3	19
1382	Clinton	Preparatory Department, Presbyterian College of South Carolina.	J. I. Cleland		1	1	18	13	18	13				17
1383	Clinton	Thornwell Orphanage School	Rev. Wm. P. Jacobs, D. D.	Presb	1	1	16	18						64
1384	Clio	Hebron Academy	J. Wright Nash	Meth	1	1	15	18	12	18	0	0	2	31
1385	Cokesbury	Conference School	C. C. Reed	Meth	1	1	5	7	5	7			2	40
1386	Columbia	Benedict College	Rev. C. E. Becker	Bapt	2	3	32	20					51	271
1387	Donalds	High School	W. T. Hudson		1	0	1	5						44
1388	Dudley	do	H. E. Copple	Bapt	1	1	12	13						66
1389	Elloree	Harlin City Institute	H. S. Cunningham		1	1	47	52	2	3			0	18
1390	Fair Play	High School	W. C. Latimer	Nonsect	1	1	15	25	0	0	0	0	0	42
1391	Frogmore	The Penn Normal and Industrial School.	Misses Towne and Murray	Nonsect	0	2	24	12	0	0	0	0	0	210
1392	Gowensville	Male and Female Seminary	W. D. O'Shields		1	0	14	12						60
1393	Hartsville	High School	A. J. Bradshaw	Nonsect	1	1	25	32	8	6			8	31
1394	Honea Path	do	J. B. Watkins		1	1	30	24	30	20				180
1395	Jordan	Jordan Academy	John M. Knight	Nonsect	1	0	7	3	1	1	0	0	0	39
1396	Lancaster	Franklin Institute	——— Lovejoy	Nonsect	1	1	18	7	0	0	0	0	0	37
1397	Leesville	English and Classical Institute	Rev. L. E. Busby, A. M.	Nonsect	1	1	30	23	10	6	5	0	5	7
1398	Lexington	Graded School	Paul T. Brodie		1	1	18	23						15
1399	Lowndesville	High School	H. B. Humbert	Nonsect	1	0	4	2	1	2				25
1400	Manning	Collegiate Institute	S. M. Clarkson	Nonsect	1	1	7	9	0	1	0	0	0	42
1401	Ninety-Six	High School	J. C. Cork		1	1	20	15						45
1402	Pine Ridge	Pine Ridge Academy	M. H. Yount		1	0	2	6						40
1403	Reidville	Female College	A. Spencer	Presb	1	3	0	60						20
1404	do	Male High School	A. Spencer	Presb	2	0	50	0						20
1405	Santuck	Santuck Academy	Miss Nellie Brown	Meth	1	1	15	24	4	18	0	0	0	19
1406	Summerville	High School	William Simons	Nonsect	1	0	19	0						0
1407	Sumter	Sumter Institute	Mrs. L. A. Browne and Miss E. E. Cooper.	Presb	0	4	0	62					22	57
1408	Woodruff	Bethel Male and Female High School.	M. A. Cox	Bapt	1	1	15	2	0	0	0	0	0	27
	SOUTH DAKOTA.													
1409	Canton	Augustana College	Anthony G. Tuve	Luth	1	1	7	4	11	0	0	0	5	105
1410	Scotland	Scotland Academy	John O. Duguid	Presb	2	2	24	24	2	8	0	0		0
1411	Sioux Falls	All Saints School	Miss Helen S. Peabody	P. E.	1	1	0	36	0	2			8	61

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instuctors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	SOUTH DAKOTA—continued.													
1412	Sioux Falls	Sioux Falls University	E. B. Meredith	Bapt	2	2	60	50	18	4	16	0	10	36
1413	Yankton	Academy of the Sacred Heart	Sister Mary Clementine	R. C	1	1	3	17	0	0	0	0	0	19
	TENNESSEE.													
1414	Andersonville	Big Valley Academy	S. A. Walker	Baptist	2	0	40	18					24	48
1415	Beech Grove	Beech Grove College	Sam'l R. Butler	Nonsect	1	1	33	18	0	0	0	0		35
1416	Benton	Academy and Business College	I. J. Woods	Nonsect	1	1	12	8	0	0	2	0	17	92
1417	Bloomingdale	Kingsley Seminary	Joseph H. Ketron, A. M	M. E	8	0	45	24	7	0	3	2	0	49
1418	Bloomington	Bloomington College	R. J. Hagey, A. B	M. E	2	3	65	27					12	59
1419	Butler	Holly Spring College	James H. Smith		2	2	75	65	5	1	10	6	2	85
1420	Carlock	Hoyle Institute	T. L. Arnwine	Nonsect	2	0	7	4	0	0				106
1421	Carthage	Geneva Academy	Jno. A. Reubett, A. M	Nonsect	2	1	23	7	0	0	0	0	9	73
1422	Cave	Onward Seminary	R. L. Jones	Nonsect	2	0	20	15	2	0	0	0	1	100
1423	Centreville	High School	Chas. H. White	Nonsect	1	1	9	10	2	4	2	0	0	76
1424	Chapel Hill	Chapel Hill Academy	R. L. Harris	Nonsect	1	1	15	20	2	0	7	4	0	45
1425	Charleston	High School	M. R. M. Burke, A. M	Nonsect	2	1	21	1						175
1426	Chattanooga	Caulkins' School for Boys and Girls.	Wilford Caulkins, A. M	Nonsect	2	2	27	9	16	8	4	4	5	44
1427	do	College for Young Ladies	Jno. L. Cooper, A. M	Nonsect	1	8	0	102	0	20	0	10	3	24
1428	Church Hill	Church Hill Academy	P. L. Henderson, A. B	M. E. So	1	2	45	40	18	12	0	0	0	30
1429	Clarkville	Clarkville Female Academy	Mrs. E. G. Buford	M. E. So	0	2	0	132	0	35			11	20
1430	Clear Spring	Fairview Academy	I. M. Peck	Nonsect	1	1	16	11	16	11				103
1431	Cleo	Flint Spring Academy	John M. Wooten	Nonsect	1	0	28	14						60
1432	Cleveland	Centenary Female College	Rev. David Sullins	M. E. So	0	4	0	75						22
1433	Clinton	High School	E. L. Foster	Nonsect	2	0	18	25						257
1434	Columbia	The Columbia Female Institute	Rev. Geo. Bechett, S. T. D	Epis	0	3	0	130					13	30
1435	do	University School	Henry J. Fusch	Nonsect	1	0	38	0	12	0			0	8
1436	Covington	Byar's Private School	James Byars		1	0	10	1						
1437	do	Tipton Female Seminary	Geo. D. Holmes	Nonsect	1	2	0	07					3	65

1438	Culleoka	Culleoka Academy	Misses Macon and Myers	M. E. So	0	1	8	8	0	0	0	0	0	40
1439	Decatur	Chattanooga District High School	D. E. Hawk		2	0	38	46	14	12				79
1440	Decaturville	High School	J. F. Hughs	Nonsect	1	0	8	7						67
1441	Dover	Academy and Business Institute	C. F. Wilson		2	0	13	14	13	14			0	63
1442	Eagleville	High School	W. F. Davis	Miss. Bapt	1	1	26	24					1	139
1443	Erin	Houston College	M. H. Hogan	Nonsect	1	0	11	7	0	0	0	0	5	242
1444	Eve Mills	Tulogahler College	Prof. J. C. Miller	Nonsect	1	0	12	10	1	3	1	0	0	62
1445	Fayetteville	Collegiate Institute	James A. Tate	Nonsect	3	3	81	107	0	0	1	0	0	23
1446	Franklin	Franklin Academy	A. and P. Campbell	Nonsect	2	0	30	6	3	0	0	0	0	28
1447	do	Wall and Mooney's School	W. D. Mooney and S. V. Wall	Nonsect	3	0	135	6	50	4			9	0
1448	Gleeson	Masonic Institute	J. W. Douglass		1	0	18	10	3	1	2	0	0	74
1449	Gordonsville	Gordonsville Academy	N. L. Gold		1	1	12	10	2	1	0	0	0	110
1450	Grand View	Normal Institute	R. E. Dickson	Cong	1	1	12	13	3	3	4	8	0	115
1451	Grant	Franklin Institute	H. J. Arnold	Nonsect	1	0	10	8	0	0	3	1	0	3
1452	Greenbrier	Central Tennessee Normal School	N. J. Pritchard	Nonsect	1	0	16	4						185
1453	Greenville	High School	Mrs. J. G. Nill		1	1	21	14	6	4	15	10		11
1454	Hartsville	Masonic Institute	H. L. W. Gross	Nonsect	2	0	50	25	5	0			3	51
1455	Helenwood	Scott County School	Miss Anna Ryall	Nonsect	0	1	3	6	0	0	0	0	0	54
1456	Henderson	Jackson District High School	I. B. Day	M. E. So	4	4	45	50					4	80
1457	Holladay	Independent Normal	J. A. Baber	Nonsect	2	0	30	25	10	8	12	7	10	100
1458	Howell	Howell Academy	B. K. Morgan	Cumb Presb	1	0	7	6						62
1459	Irving College	Irving College	Eugene B. Etter, A. M	Nonsect	1	2	22	40						33
1460	Knoxville	Miss Ogden's School	Miss Kate R. Ogden	Nonsect	0	4	0	59	0	3				11
1461	do	University School of Knoxville	Lewis M. G. Baker	Nonsect	2	0	64	0	50	0	14	0	0	22
1462	Kyles Ford	Blackwater Seminary	F. R. Anderson	Miss. Bapt	1	1	15	12	2	4	6	8		42
1463	Lexington	Lexington Academy	S. A. Mynders, A. B	Nonsect	1	3	35	40	10	2	5	0	4	72
1464	Lewisburg	Lewisburg Institute	Haynes & McLean	Nonsect	2	2	40	35	20	0			6	100
1465	Limestone	High School	C. W. Nuffaker		1	0	7	3					0	100
1466	McKenzie	McTyeire Institute	Joshua H. Harrison	Meth	2	1	55	15	10	0			3	15
1467	Martin	McFerrin College	J. T. Williams, president	M. E. So	1	1	29	22	15	12	14	10	0	93
1468	Martins Mills	Southern Normal College	R. L. Sutton		2	1	34	32			30	25		73
1469	Memphis (259 Poplar street).	Clara Conway Institute	Miss Clara Conway	Nonsect	0	5	0	75					28	
1470	Memphis	Memphis Institute	Wharton Stewart Jones		8	0	110	0			0	0	8	10
1471	do	St. Agnes Female Academy	Sister Mary Thomas O'Mearet.	R. C	0	8	0	40	0	0	0	0		50
1472	Memphis (366 Poplar street).	St. Mary's School	Sister Superior	Epis	0	10	0	100						10
1473	Mont Eagle	Fairmount College	Silas McBee	Epis	0	2	0	18	0	0	0	0	3	7
1474	Mountain City	Mountain City Seminary	Samuel A. Crockett	Meth	1	1	11	14	0	0	0	0	0	79
1475	Mulberry	South Central Tennessee Normal School.	J. C. McClure	Nonsect	3	1	48	43	8	3	10	6	0	42
1476	Nashville	Boscobel Female College	J. P. Hamilton	Bapt	1	8	0	100	0	0			3	20
1477	do	Mrs. M. E. Clark's Select School for Young Ladies.	Miss B. A. Johnson	Nonsect	0	2	0	48						
1478	do	Montgomery Bell Academy	S. M. D. Clark	Nonsect	2	1	73	0	6	0	10	0	5	53
1479	do	St. Cecilia Academy	Mother Ursula	R. C	0	2	0	30					4	60
1480	Nettle Carrier	Alpine Institute	B. O. Bowden	Nonsect	1	1	45	11	0	0	8	0	4	88
1481	New Middleton	New Middleton Academy	J. S. Woods		1	1	15	10						125
1482	Orlinda	Normal Academy	D. B. Borthick	Nonsect	1	1	20	15	3	2				55
1483	Orysa	Hatchie Academy	A. B. Cooke	Nonsect	1	0	9	6						29
1484	Overall	Salem Academy	Prof. L. V. Ellington	Nonsect	1	1	20	15						45

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	TENNESSEE—cont'd.													
1485	Paint Rock	Seven Islands Academy	John H. Tritts	Baptist	1	1	20	15	4	8	0	0	0	45
1486	Paris	Male and Female Select High School.	T. H. M. Hunter	Nonsect	1	1	26	31						22
1487	Parrottsville	High School	J. W. Lucas	Nonsect	1	0	8	6	2	0	0	0	0	112
1488	Paulett	Paulett Academy	Sam J. Lugerwood		1	0	15	10	5	0	0	0	7	50
1489	Prospect Station	Prospect Academy	D. J. Moore	Nonsect	2	2	48	44	12	4	18	6	0	58
1490	Persia	Halston Valley Academy	J. T. Pope	Baptist	1	1	20	18	0	5	0	0	0	128
1491	Raccoon Valley	Raccoon Valley Academy	W. L. Gentry		1	0	7	0	0	0	7	0	3	47
1492	Readyville	High School	A. C. Speer	Nonsect	0	2	31	12	0	0	1	0	0	57
1493	Ripley	Lauderdale Institute	F. M. Malone		0	2	20	a15						70
1494	do	Lewis High School	Miss Emily R. Lewis		0	1	3	10						
1495	Rogersville	McMinn Academy	George Holman Gardner	Nonsect	1	0	25	0						15
1496	St. Clair	St. Clair Academy	Will A. Sheffey	Nonsect	1	0	5	1	0	0				101
1497	Santa Fe	Santa Fe College	J. W. Patton	Nonsect	1	1	28	12	8	1	2	1	2	41
1498	Smithville	Pure Fountain College	B. F. Holmes	Meth	1	1	30	40	0	0	7	5	6	183
1499	Sneedville	McKinney High School	S. L. Carson	Nonsect	1	0	12	8	2	0	3	1	0	66
1500	Somerville	Female Institute	N. A. Flournoy	Nonsect	0	2	23	27	20	20	5	5	10	67
1501	Sweetwater	Sweetwater College	J. L. Bachman	Nonsect	2	0	30	0	14	0				14
1502	Tazewell	Tazewell College	M. B. Orton	Nonsect	1	1	15	25	3	4	1	1	0	76
1503	Tiptonville	Male and Female Academy	Charles Jewell	Nonsect	1	0	15	7	4	1	1	0	0	47
1504	Trenton	Laneview Academy	J. B. Meadows		1	1	85	27						81
1505	Viola	Normal School	R. J. Babbitt	Nonsect	1	2	20	25	2	8	7	6	0	40
1506	Walling	Walling School	W. B. King		1	0	7	6	0	0	0	0	0	21
1507	Wheat	Roane College	J. P. Dickey	Nonsect	1	1	19	7	8	8			13	54
1508	White Pine	Edwards Academy	Rev. M. Groenendyke, M. S	U. B. in C.	1	0	7	8						95
1509	Williston	Williston Academy	T. T. Hardy	Nonsect	1	1	20	15	13	8	4	3	8	40
	TEXAS.													
1510	Alto	Coöperative Educational Association.	J. B. Collins		0	1	10	15						50

1511	Aurora	Aurora College	Julius S. Tomlin	Nonsect	3	4	50	100	25	25	50	50	10	175
1512	Austin	Hood Seminary	Mrs. E. M. Hood	Nonsect	1	1	1	29					0	22
1513	do	Tillotson Institute	Wm. M. Brown, president	Cong	1	1	17	12	2	0	0	0	10	164
1514	Bonham	The Bonham Lyceum	T. N. Williams	Nonsect	3	1	44	30	0	0	0	0	0	118
1515	do	Carlton College	Charles Carlton	Nonsect	0	1	0	39					4	116
1516	do	Masonic Female Institute	J. B. Lyle	Nonsect	0	4	0	86	0	0	0	0	2	27
1517	Brownsville	Incarnate Word Academy	Mother St. Ange	R. C	0	2	0	22						200
1518	Carthage	Panola Male and Female College	L. C. Libby		2	4	80	100						60
1519	Chico	Male and Female Institute	W. J. Haggard	Nonsect	2	0	27	30	0	0	26	16	0	135
1520	Comanche	Comanche College	W. F. Rogers, PH. D		4	4	69	73	74	39	17	12	0	436
1521	Commerce	Commerce College	H. P. Eastman	Nonsect	2	1	50	60					0	200
1522	Cooper	East Texas Normal College	W. L. Mayo	Nonsect	3	3	76	62					6	193
1523	Corpus Christi	Female College	J. D. Meredith	Nonsect	1	1	0	50	0	50	0	50	1	20
1524	Corsicana	Academy of Our Lady of the Sacred Heart.	Sister Domitilla	R. C	0	2	9	45						
1525	Curco	Cuero Institute	D. W. Nash		2	1	52	39	20	5				170
1526	Divine	Divine Academy	R. E. Wilson		2	0	14	17						20
1527	Eddy	High School	William Porter		1	0	9	7						70
1528	do	Literary and Scientific Institute	Mrs. J. M. Bedichek		0	1	5	5	3	3	0	4	0	80
1529	Galveston	Bickler Academy	Jacob Bickler	Nonsect	1	0	19	5	9	0	8	6	0	15
1530	do	Ursuline Convent	Mother St. Agnes, superioress.	R. C	0	4	0	35						50
1531	Greenville	Select School	J. M. McLeod	Nonsect	2	1	15	10						15
1532	Hearne	Hearne Academy	H. M. Williams	Baptist	3	0	11	18	3	2	0	0	2	94
1533	Hinckley	Fairlie Academy	W. A. Hammer		0	2	15	10	4	2				85
1534	Kilgore	Alexander Institute	George J. Munn	M. E. So	1	2	40	40					6	80
1535	Leesburg	Camp-Wood Academy	C. C. Attaway		1	0	5	4	0	0	1	0	0	56
1536	Malakoff	New Malakoff School	T. D. Frizzell		1	1	37	30						25
1537	Marshall	Bishop College	Rev. S. W. Culver, A.M	Baptist	1	0	18	4						
1538	Minden	Rock Hill Institute	G. A. Watkins		3	3	50	40					3	60
1539	Moulton Institute	Moulton Institute	W. H. Allis	Nonsect	1	3	41	34	4	3	9	7	0	94
1540	Oak Cliff	Central Academy	Waldermar Malcolmson	Nonsect	1	1	18	12	10	2	14	4		28
1541	Omen	Summer Hill Institute	A. W. Orr, C. A. Lanier	Nonsect	4	1	81	57						44
1542	Paris	North Texas University	Curtis C. Coe	Nonsect	1	1	12	13						50
1543	Plainview	Llano Estacado Male and Female Institute.	W. O. Morton		1	1	20	15	16	12	0	0	0	
1544	Quanah	Quanah College	Rev. J. L. Dickens, PH. D., LL. D.	Nonsect	1	1	0	45	0	10				80
1545	Robinson	Graded School	John Strauss	Nonsect	1	0	6	4					0	25
1546	Rust	Masonic Institute	John Joss, W. B. Whitman	Nonsect	1	1	19	36					9	114
1547	San Antonio	German-English School	William Barbeck		1	1	14	19						100
1548	do	St. Mary's College	Rev. Father Feith	R. C	5	0	32	0			32	0	3	406
1549	do	San Antonio Academy	W. B. Seeley, PH. D.	Nonsect	2	0	40	0					1	14
1550	do	Ursuline Academy	Sister M. Ursula	R. C	0	5	0	60	0	10	0	20	4	80
1551	San Marcos	Coronal Institute	Prof. A. A. Thomas, A. M	M. E. So	3	2	100	150					8	105
1552	Savoy	Savoy College	W. B. and John S. Jones	Nonsect	2	0	9	18	4	3	0	0	0	73
1553	Seguin	Montgomery Institute	N. B. Fuller	P. E	0	2	0	34						17
1554	Sherman	North Texas Female College	Mrs. L. A. Kidd	Meth	4	12	0	228						
1555	do	Private School	J. H. Le Tellier	Nonsect	1	2	50	12						65
1556	do	Sherman Institute	J. G. Nash	Nonsect	3	8	0	160					17	20
1557	Springtown	Male and Female Institute	W. P. Miller	Nonsect	3	1	60	49					8	171
1558	Sunset	Sunset College	J. P. Bryan		1	1	25	30	6	10	12	1	0	125

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors. Male.	Secondary instructors. Female.	Students. Secondary. Male.	Students. Secondary. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Total number of graduates, 1891.	Total number of pupils in elementary grade.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	TEXAS—continued.													
1559	Tewaha	High School	Mrs. D. A. Hill		0	1	6	7	......	......	......	......	......	43
1560	Van Alstyne	Columbia College	H. L. Piner	Nonsect	3	1	70	50	70	50	1	......	0	130
1561	Vernon	Jones School	G. A. Jones	Meth	0	1	3	10	3	7	1	0	3	50
1562	Victoria	Nazareth Academy	St. Mary St. Claire	R. C	0	2	0	34	......	......	0	3	......	216
1563	......do	St. Joseph's College and Diocesan Academy.	Rev. L. Wyer	R. C	1	0	16	0	4	0	2	0	......	154
1564	Walnut	Central College	T. W. Elliott and J. W. Cotrane.	Nonsect	2	0	22	16	......	......	......	......	......	230
1565	Weatherford	Weatherford College	David S. Switzer	M. E. So	4	3	100	125	......	......	......	......	7	70
1566	Whitewright	Grayson College	Anderson, Butler, and Kemp.	Nonsect	5	7	153	84	54	55	54	55	13	296
1567	Whitt	Seminary and Normal School	Johnstown & Fowler	Nonsect	2	1	50	64	20	20	0	0	0	96
1568	Willis	Male and Female College	Geo. H. Stovall		2	1	20	30	15	10	0	0	11	125
1569	Woodville	High School	E. E. Barker		0	1	8	7	0	1	7	3	1	55
	UTAH.													
1570	American Fork	Willard Academy	Miss Clara Pierce	Presb	0	2	4	8	......	......	......	......	......	87
1571	Fillmore	Willard Stake Academy	J. E. Hickman	L. D. S	1	1	9	2	......	......	......	......	......	......
1572	Logan City	Brigham Young College	J. W. Tanner	L. D. S	6	1	50	50	......	......	......	......	......	......
1573	Logan	New Jersey Academy	Miss S. E. De Graff	Presb	0	1	3	9	......	......	......	......	......	28
1574	Morgan City	Stake Academy	A. N. Tollestrup	L. D. S	1	1	14	16	......	......	......	......	......	50
1575	Mount Pleasant	Wasatch Academy	Miss Annie F. Handley	Presb	0	1	5	10	......	......	......	......	......	85
1576	Ogden	Military Academy	C. L. Howard	Nonsect	5	0	94	0	8	0	......	......	7	0
1577	......do	Ogden Academy	H. W. Ring	Cong	1	1	20	25	......	......	......	......	5	140
1578	Park City	Park Academy	David Dennis	Cong	0	1	15	17	0	2	0	0	8	60
1579	Provo	Brigham Young Academy	Dr. K. G. Maeser	L. D. S	1	1	41	30	2	1	12	8	73	......
1580	......do	Procter Academy	F. E. Merrill	Cong	1	0	12	4	1	0	0	0	0	......
1581	Salt Lake City	All Hallows College	Rev. J. B. Chataigner	R. C	3	0	45	0	12	0	0	0	6	25
1582	......do	Latter Day Saints College	Jas. E. Talmage, D.S.D., PH.D.	L. D. S	4	0	40	41	0	0	0	0	23	184

1583	do	Rowland Hall	Miss Adèle Coleman	Epis	0	5	0	92	......	......	......	......	......	100
1584	do	Saint Mark's School	J. B. Howard	P. E	1	0	8	6	3	0	4	0	9	180
1585	do	Salt Lake Academy	Edward Benner	Cong	1	1	30	20	1	1	......	......	4	200
1586	do	The Salt Lake Collegiate Institute	Charles L. Richardson	Presb	2	1	17	29	4	0	......	......	6	195
	VERMONT.													
1587	Barre	Goddard Seminary	Arthur W. Pierce	Univ	4	6	89	80	30	8	4	0	32	0
1588	Bradford	Bradford Academy	D. B. Locke	......	1	2	34	63	5	2	4	20	14	36
1589	Burlington	The Bishop Hopkins Hall	Rev. Lucius M. Hardy, M. A.	Epis	0	6	0	37	0	2	0	10	9	0
1590	do	Vermont Episcopal Institute	Henry H. Ross	Epis	3	0	35	0	4	0	4	0	8	0
1591	Chelsea	Chelsea Academy	John M. Comstock	Nonsect	1	1	13	16	5	4	......	......	1	39
1592	Fairfax	New Hampton Institution	A. G. Cox	Bapt	1	0	10	17	0	0	0	0	0	0
1593	Lyndon Center	Lyndon Institute	Walter E. Ranger, A. M.	Nonsect	6	4	100	125	6	3	2	......	18	0
1594	Manchester	Burr and Burton Seminary	Allen C. Ferrin	Nonsect	3	4	39	43	8	2	......	0	5	16
1595	Montpelier	Vermont Methodist Seminary	E. A. Bishop	M. E	3	3	89	93	57	18	0	0	17	32
1596	Newbury	Seminary and Ladies' Institute	Elmer Ellsworth French, A. M.	Nonsect	1	1	10	16	2	1	0	0	12	30
1597	New Haven	Beeman Academy	John B. Flett	Nonsect	1	1	35	25	1	0	......	......	2	0
1598	Peacham	Caledonia County Grammar School	C. A. Bunker	Nonsect	1	1	51	64	5	3	0	0	1	0
1599	Poultney	Troy Conference Academy	Charles H. Dunton	M. E	4	2	64	42	34	1	4	1	15	36
1600	Royalton	Royalton Academy	Celia Sherman, A. B	Nonsect	0	3	3	16	1	3	0	0	0	0
1601	Rutland	English and Classical Institute	Rev. G. W. Perry	Nonsect	1	1	38	30	10	2	5	0	10	13
1602	St. Johnsbury	St. Johnsbury Academy	Charles E. Putney	Nonsect	4	4	183	171	34	10	20	0	53	0
1603	Saxtons River	Vermont Academy	George A. Williams, PH. D.	Bapt	4	7	70	84	23	18	29	27	19	10
1604	South Woodstock	Green Mountain Perkins Academy	Fred B. Van Ornum	Univ	1	1	12	10	2	0	......	......	0	0
1605	Thetford	Academy and Boarding School	J. W. Mallory	Cong	1	2	59	66	3	2	0	0	7	......
1606	Townshend	Leland and Gray Seminary	David G. Smyth	Bapt	1	0	11	21	0	2	......	......	0	41
1607	Waterbury Center	Green Mountain Seminary	Miss Elizabeth Colley	Free Bapt	0	2	27	35	......	......	......	......	9	49
1608	West Brattleboro	Glenwood Classical Seminary	H. H. Shaw	Cong	1	3	58	67	21	3	3	0	6	10
	VIRGINIA.													
1609	Abingdon	Abingdon Academy	Arthur P. Wilmer	Nonsect	2	0	33	0	7	0	3	0	......	0
1610	do	Academy of the Visitation	Sisters of the Visitation	R. C	0	1	0	18	......	......	......	......	......	12
1611	Alexandria	Potomac Academy	John S. Blackburn	Nonsect	2	0	39	0	......	......	......	......	......	0
1612	do	St. John's Academy	Richard L. Carne, A. M	R. C	2	0	30	0	19	0	......	......	0	21
1613	do	St. Mary's Academy	Sister M. Assumption	R. C	0	1	0	22	......	......	......	......	1	68
1614	Arvonia	Seven Islands School	Phillip B. Ambler	Nonsect	2	0	11	0	8	0	0	0	0	0
1615	Bedford City	Randolph-Macon Academy	William W. Smith, A. M., LL. D	Meth	7	2	138	0	138	0	......	......	......	0
1616	Bellevue	High School	William R. Abbott	Nonsect	3	0	57	0	......	......	......	......	......	0
1617	Berkeley	Miss B. P. Carnes' School	Miss B. P. Carnes	......	0	1	0	25	......	......	......	......	......	23
1618	Bethel Academy	Bethel Classical and Military Academy.	A. G. Smith, supt	Nonsect	6	0	62	0	18	0	12	0	......	0
1619	Carters Creek	Chesapeake Academy	Prof. H. B. Nolley	Nonsect	2	1	22	30	......	......	......	......	......	8
1620	Charlottesville	University School	Horace W. Jones	Nonsect	3	0	56	0	0	0	0	0	0	0
1621	Chester	Female Institute	Rev. A. Bagby	Bapt	0	1	3	12	2	13	......	......	......	18
1622	Cobham	Keswick School	J. M. Page, PH. D.	Nonsect	2	0	33	0	8	0	15	0	0	7
1623	Columbia	Rivanna Home School	James McClellan Miller	Nonsect	1	0	12	0	4	0	2	0	0	10
1624	Craigsville	High School	Robert E. McKay	......	1	1	13	12	2	1	0	0	0	35

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART I—Continued.

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	VIRGINIA—cont'd.													
1625	Danville	Military Institute	Col. I. H. Saunders, supt	Nonsect	4	0	75	0	38	0	25	0		21
1626	Elk Creek	Elk Creek Academy	E. J. Robertson		2	1	32	28	14	6	8	0		78
1627	Fincastle	Female Institute	E. A. Luster	Nonsect	0	1	0	12	0	0	0	0	0	17
1628	Floyd C. H	Opford Academy	Rev. and Mrs. J. K. Harris	Presb	1	1	15	20	5	5	0	0		20
1629	Fort Defiance	Augusta Military Academy	Charles S. Roller		4	0	74	0	24	0				7
1630	Franklin	Franklin Academy	William H. Harrison, M. A	Nonsect	3	0	30	0	10	0	3	0	0	11
1631	Greenwood Depot	Greenwood School	William Dinwiddie, jr	Nonsect	1	0	17	0	11	0	0	0	0	2
1632	Hales Ford	Classical Normal School	William E. Duncan	Nonsect	1	3	28	30	8	6	1	3	8	38
1633	Helms	Mountain View Normal School	J. A. Barnhardt		2	0	20	15						43
1634	Keswick	Broad Oak School	Miss Frances M. Mead	Epis	1	1	5	9						10
1635	Lawrenceville	Brunswick Preparatory School	Robert P. Buford	Nonsect	1	0	10	0	2	0	0	0	0	5
1636	Longfield	Curry College	Z. T. Johns	Nonsect	1	0	19	10						52
1637	Luray	Female Institute	M. M. Hargrove	Bapt	0	3	0	40	0	0	0	0	12	60
1638	Lynchburg	Female Academy	Mrs. L. S. Masye	Nonsect	0	2	0	20						14
1639	Marion	High School	D. C. Miller	Nonsect	2	0	40	0	20	0	8	0	8	52
1640	Markham	do	W. C. Marshall	Nonsect	2	0	37	0						0
1641	Millwood	Clay Hill Academy	William H. Whiting, jr	Nonsect	1	0	16	0	18	0	0	0	2	0
1642	New Market	Polytechnic Institute	W. H. Smith	Nonsect	2	0	12	8	10	5	4	0		20
1643	Norfolk	Norfolk Academy	R. W. Tunstall, B. A	Nonsect	5	0	84	0	11	0			2	87
1644	do	Norfolk Mission College	Rev. D. R. McDonald	Unit. Presb	2	1	22	25					11	
1645	Onancock	Onancock Academy	Frank P. Brent	Nonsect	2	1	42	38	27	19				26
1646	Pearisburg	Pearisburg Academy	J. W. Taylor, S. B	M. E. So	1	1	13	14	6	8	0	0	0	63
1647	Petersburg	St. Paul's Female School	Miss Laura M. Russell	Nonsect	0	2	0	30						25
1648	do	School for Girls	Mrs. W. H. Platt	Epis	0	1	0	23	0	0	0	0	2	12
1649	Richmond	Franklin-street School	G. M. Nolley	Nonsect	2	0	47	0						0
1650	do	Hartshorn Memorial College	Lyman B. Tefft, president	Bapt	0	6	0	81					11	22
1651	do	McGuire's School	John P. McGuire	Nonsect	4	0	100	0	80	0	5	0		42
1652	do	Merrill Female School	George F. Merrill	Nonsect	0	2	0	80	0	0	0	0	24	15
1653	Rockfish Depot	Kleinberg Female Seminary	Misses Walles	Presb	0	3	0	26						0
1654	Snowflake	Reid's Normal School	John M. Reid	Nonsect	0	2	42	45					0	98

1655	South Boston	Female Institute	J. P. Snead	Nonsect	1	1	10	20					3	10
1656	Staunton	Augusta Female Seminary	Miss Mary J. Baldwin	Nonsect	0	21	0	149						76
1657	do	Military Academy	William H. Kable	Nonsect	5	0	96	0	50	0			0	12
1658	Suffolk	Collegiate Institute	P. J. Kernodle, A. M.	Christian	1	2	38	32						35
1659	do	Female Institute	Sally A. Finney	Meth	1	4	0	92					5	30
1660	do	Military Academy	Joseph King, A. M.	Nonsect	2	0	50	0						24
1661	Suffolk (Lock Box 125).	Nansemond Seminary	Mrs. Lucy H. Quinby	Epis	0	2	2	40					2	20
1662	Suffolk	Ryland Institute	Lula M. Butt	Nonsect	0	5	0	50	0	25	0	25	0	30
1663	Tazewell C. H.	Female Seminary	Mrs. R. B. Gillespie	Nonsect	0	5	0	90	0	25	0	15	0	35
1664	The Plains	Furcron's Male School	A. S. Furcron, A. M.		1	0	12	0	3	0			3	0
1665	Warrenton	Fauquier Female Institute	George G. Butler, A. M.	Nonsect	1	1	2	25	0	2	0	2	3	33
1666	Waynesboro	Fishburne School	James A. Fishburne		4	0	75	0						0
1667	do	Valley Seminary	J. B. Winston	Nonsect	3	6	0	104					19	21
1668	Winchester	Shenandoah Valley Academy	J. B. Lovett	Nonsect	2	0	40	0						0
1669	Wood	Riverview Seminary	William F. Ramey, A. M.	Nonsect	1	1	33	10	6	0				27
1670	Wytheville	Trinity Hall Female College	Rev. Alexander Phillippi	Luth	1	4	0	47						0
1671	do	Wytheville Seminary	Mrs. Thomas Dew	Epis	0	5	0	52						21
	WASHINGTON.													
1672	Centralia	Grace Seminary	E. T. Trimble	Bapt.	0	2	14	22	4	0	0	0	0	32
1673	Coupeville	Puget Sound Academy	Charles E. Newberry	Cong	1	0	13	7	2	2	2	0	4	65
1674	Ellensburg	Ellensburg Academy	Rev. J. S. Bingham	Presb	1	0	10	7	2	1				53
1675	Kelso	Kelso Academy	Rev. David Dunlop, B. A.	Presb	1	0	5	7	1	1	3	2		60
1676	Latah	Military Academy	W. S. Walker	Nonsect	2	0	24	11						36
1677	Montesano	Chehalis Valley Academy	Rev. Dr. Robert Cruikshank	Presb	1	0	0	5						0
1678	North Yakima	St. Joseph's Academy	Sisters of Charity	R. C.	0	2	5	25						38
1679	Olympia	Collegiate Institute	Luther Covington	M. E.	2	1	20	25	10	9	12	14		45
1680	Seattle	Academy of the Holy Names	Sister M. Geraldine	R. C.	0	3	0	68						120
1681	Sherman	Cortland Academy	Rev. Arthur B. Cort, A. B.	Nonsect	1	0	17	6						40
1682	Spokane	Gonzaga College	Rev. T. B. René, S. J.	R. C.	2	0	45	0	45	0	0	0	0	15
1683	do	Presbyterian Female Seminary	Misses Edmiston and Feazel	Presb	0	1	0	15						30
1684	do	Spokane College	W. G. Ward, D. D.	M. E.	9	2	54	71	30	15	40	30		131
1685	Tacoma	Annie Wright Seminary	Mrs. Sarah H. White	P. E.	0	12	0	160					4	23
1686	do	Tacoma Academy	Alfred P. Powelson		0	2	15	6	0	1	10	1	3	7
1687	do	Washington College	D. S. Pulford	P. E.	5	0	58	0	0	0	0	0	11	18
1688	Waitsburg	The Waitsburg Academy	Rev. W. G. M. Hays	Unit. Presb	2	2	32	29					8	11
1689	Walla Walla	St. Patrick's Academy	Prof. Alex. Gommers	R. C.	1	0	6	0						84
	WEST VIRGINIA.													
1690	Parkersburg	Academy of the Visitation	Sr. Mary Cecilia Ursuline	R. C.	0	4	0	60					0	18
1691	Salem	Salem College	Rev. S. L. Maxson, A. M.	S. D. Bapt	5	6	0	140	25	20			3	
	WISCONSIN.													
1692	Albion	Academy and Normal Institute	D. E. Willard, A. M.	S. D. Bapt	1	1	19	9	3	1	5	2	4	17
1693	Beaver Dam	Wayland University	Rev. Jas. P. Thomas, PH. D.	Bapt	4	6	58	50					10	150
1694	Evansville	Evansville Seminary	J. Emory Coleman	Meth	2	1	31	22	6	0			10	
1695	Kenosha	University School	G. R. McDowell		2	0	25	0	8	0	6	0	1	
1696	Madison	St. Regina Academy	Sister M. James	R. C.	0	2	0	12						13

	Post-office.	Name of school.	Principal.	Religious denomination.	Secondary instructors.		Students.						Total number of graduates, 1891.	Total number of pupils in elementary grade.
							Secondary.		Preparing for college.					
									Classical course.		Scientific course.			
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	WISCONSIN—cont'd.													
1697	Madison	Wisconsin Academy	W. M. Pond		1	1	14	16					7	
1698	Marinette	Academy of Lourdes	Sister M. Clodulpha	R. C	1	0	10	14					0	340
1699	Milwaukee	Cathedral Institute	Philip Smith, A. M	P. E	1	0	8	2						80
1700	do	Concordia College	Charles H. Loeber	Ev. Luth	6	0	182	0	162	0	0	0	0	0
1701	do	German-English Academy	Emil Dapprick	Nonsect	1	1	25	19			7	5		92
1702	do	Milwaukee Academy	Isaac Thomas	Nonsect	2	0	42	0	18	0	19	0	2	32
1703	Mount Calvary	St. Lawrence College	Very Rev. Antonius Rottensteiner.	R. C	12	0	100	0	4	0			12	0
1704	Prairie du Chein	St. Mary's Institute	Sr. M. Seraphia	R. C	0	1	0	15						
1705	Racine	The Home School	Mrs. Mary L. McMurphy	P. E	0	1	0	15					1	31
1706	do	Racine Academy	W. W. Rowlands	Nonsect	2	1	30	20	7	2	5	0	4	18
1707	do	Racine College	Arthur Piper	P. E	3	0	38	0	25	0	10	0	6	12
1708	do	St. Catherine's Academy	Mother M. Hyacintha, president.	R. C	0	2	0	30					1	48
1709	Rochester	Rochester Seminary	J. P. Hewes	Free-Will Baptist	1	1	16	6						23
1710	St. Francis	Catholic Normal School and Pio Novo College.	Rev. M. M. Gerend	R. C	8	0	82	0					8	10
1711	Sinsinawa	St. Clara Academy		R. C	0	7	0	60					6	40
1712	Watertown	University of Our Lady of the Sacred Heart.	Rev. J. O. Keefe, C. J. C., president.	R. C	2	0	40	0						30
1713	Waukesha	Carroll College	Walter L. Rankin	Presb	2	2	58	44					6	12
	WYOMING.													
1714	Cheyenne	Academy of the Holy Child Jesus.	Sisters of the Convent	R. C	0	8	0	50	0	0	0	0	4	60

TABLE 7.—STATISTICS OF ENDOWED ACADEMIES, SEMINARIES, AND OTHER PRIVATE SECONDARY SCHOOLS—PART II.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	ALABAMA.																		
1	Noble Institute	0	25			0	10			0	25	0	5	0	15	0	20	0	30
2	High School	25	20	6	4	8	15			50	40	40	25	25	20			15	20
3	Trinity Normal School	4	8	0	0	0	0	0	0	5	9	0	0	5	9	0	0	5	9
4	Autaugaville Academy	3	3	1		2	2			6	3	1							
5	Bellville Academy	2	0							2	4							2	
6	Bellevue Academy	12	4				5			14	12	3	1						
7	Oakland Academy	3	6	0	0	0	0	0	0	10	7	3	2	2	4	0	0	0	0
8	South Highlands Academy	25	0	2	0	3	0	6	0	23	0	6	0					6	0
9	High School	10	15	3		12	17	9	10	20	25	8	7			1	1	18	20
10	do	0	2								16							31	0
11	Cedar Bluff Institute	0	4							4	7			0	3			4	5
12	Male and Female College	9	10	2	0					13	10	7	5	9	7	0	5	9	10
13	Marengo Institute	0	12	0	0	0	40	0	1	0	40	0	18	0	7			0	7
14	Marengo Military Academy	13	0			1	0			24	0	11	0	6	0	15	0	15	0
15	High School	10	10	1	0	0	0	0	0	8	9	8	6	5	3	0	0	10	12
16	Male and Female Institute	9								13	4			8	5			13	12
17	High School	7	5	2	1	3		0	0	11	9	5	3	7	4			0	3
18	Bethel Academy	7	10		1					10	15	4	5			10	4	8	15
19	High School	16	5	10						28	12	13	1	9	4			6	3
20	Female College	0	31			0	5			0	30	0	7	0	10	0	9	0	15
21	South Alabama Female Institute	0	25			0	20			0	20	0	10	0	12	0	10	0	20
22	Elm Hill Academy	8	4	1					1	6	4							14	16
23	Industrial High School									4	1	0	1					0	1
24	Preparatory School	8	2			2				8	2	2						30	
25	Howard Institute	0	5	0	1	0	0	0	0	4	4		1	0	0	0	0	0	0
26	Male and Female Institute	10	4			2	1	1	1	25	15	1						20	30
27	Male and Female Academy	6	16	1	3					17	20	6	10		6				
28	Lineville College	5	5							23	10	5	3	10	5	8	4	6	9
29	Military Academy	24	0	5	0	2	0	1	0	35	0	10	0	35	0				
30	Military Institute	63	0	2	0	2	0	10	0	53	0	28	0	10	0	38	0	140	0
31	Evangelical Lutheran School							11	12	7	8	7	8	9	11			11	12
32	St. Mary's Select School									0	15	0	3	0	30	0	3	0	58

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	ALABAMA—continued.																		
33	Towle's Institute for Boys	18	0	7	0					16	0	7	0	11	0	8	0	13	0
34	University School	20	0	1	0	2	0	4	0	35	0	10	0	7	0	0	0	40	0
35	Opelika Seminary	0	30			0	13	0	0	0	28	0	12	0	20	0	0	0	30
36	High School	4	10							5	8	0	1	6	6			10	12
37	do	1	3							6	12	1	0	0	2			11	14
38	Moore Academy	10	13			1	5			12	13	3	4	8	12			8	12
39	Crumly High School	0	3							3	4	3	4	0	4	0	4	6	8
40	Fields Academy	0	2			3	5			4	5							20	22
41	High School	10	8	2	0	0	2	0	0	7	6	1	2	4	0	0	2	0	0
42	Normal College	15	12							50	60	40	30	40	30	40	30	100	100
43	Male and Female Academy	5	7							12	9	4	1	8	6			16	14
44	High School	2	3							18	15	8	6	8	6	8	6		
45	Salitpa Academy	4	6							4	6	4	6	4	6			4	6
46	High School	2	1							3	5	2	1	3	5	2	4	7	0
47	Springville Institute	6	0							15	6	1	0	3	0			49	27
48	William and Emma Austin College	10	15	0	0	0	0	0	0	20	25	10	15	8	10	7	8	15	13
49	Talladega College	8	13	6	0	0	0	0	0	9	3	3	6	2	5			3	8
50	Deshler Female Institute	0	6							0	9	0	5	0	5			0	3
51	University High School	40	0	20	0					50	0	40	0	10	0			25	0
52	Military Institute	16	0	0	0	3	0	0	0	20	0	10	0	18	0	3	0	15	0
53	Wetumpka Academy	12	14	1	1	0	6	0	0	14	12	3	10						
	ARKANSAS.																		
54	Mount Pleasant Academy	5		1						12	7	2		6					
55	High School	3	0	0	0	0	0	0	0	18	25	0	0	18	30	5	3	18	30
56	Clarke's Academy	10	2							20	10	10	3	12	5			10	5
57	Conference Training School for Youths	7	3	2						7	5	2	1					26	25
58	St. Ann's Academy										7			7			8		14
59	High School	12	4							12	16	12	16					12	16
60	Sacred Heart Academy									0	20	0	3	0	10	0	8	0	20
61	High School	9	5							22	16	5	4	11	5			9	5
62	Arkansas Female College	0	6	0	0	0	10	0	15	0	25	0	9	0	20	0	4	0	10
63	Male and Female Institute	5	10							12	5			5	4	5	4	5	9

64	Hinemon's University School	37	19							24	37	0	6	6	20				
65	Thompson's Classical Institute	10	6	0	0	0	0	4	7	20	8	2	1	8	6	6	3	9	4
66	Pea Ridge College	20	10	10	5			5	3	15	6	10	4			4	2		
67	Male and Female Institute	4	1	2	1					4	4	2	1	3	1			8	2
68	Prairie Grove Institute	7	4	1	1					8	9	1	2			1	2	1	1
69	Male and Female College									20	10	10	4	5	5	2	1	8	5
70	Rogers Academy	1	10					4	2	4	9	4	8				3		3
71	St. Scholastica's Academy							0	15									0	15
72	St. Benedict College	4	0	4	0	1	0	4	0	4	0	4	0					4	0
73	Normal Institute	4	3					10	4	4	1			5	8			10	4
74	Yellville Institute	7	4	1						10	7	1		8					
	CALIFORNIA.																		
75	St. Catherine's Academy					2	5			2	5							2	5
76	Belmont School	22	0	2	0	12	0	2	0	28	0	28	0	3	0	8	0		
77	Boone's University School	15	0	1	0	4	0	3	0	20	0	18	0	9	0			8	0
78	Bowen's Academy	8	1					1		24		24		6				4	
79	Miss Head's School	2	9	0	1	0	0	0	2	0	4	2	7					0	0
80	St. Joseph's Academy									3	8			3	3			16	28
81	Ingo Academy	2	3	2	1					6	4	2	2	8	4		1	8	4
82	Chico Academy									7	7	3	3		3				2
83	Pomona College and Preparatory School	36	20	16	6			12	12	20	11	18	13	3	2			11	10
84	Academy and Business College	3	4					2	8	8	12	5	6	12	8	1	3	2	5
85	St. Hilda's School	0	5			0	2	0	1	0	7	0	6	0	1	0	1	0	15
86	Healdsburg College	11	11	9	5					6	4	4	5	10	15	14	16	8	6
87	Lakeport Academy	6	4							10	9	2	2	12	10	4	4	2	4
88	Livermore College									8	8	1	4	1	4		4	1	4
89	College of Notre Dame					0	10	0	2	0	11	0	5	0	10	0	5	0	12
90	Merced Academy	11	4	11	4	11	4	1	5	0	3	1	2	1	3	1	3	8	0
91	Oak Mound School	18	0	0	0	0	0	0	0	22	0	12	0	4	0	3	0	0	0
92	St. Lawrence School										5				5				5
93	Miss Bisbee's School	0	3			0	5	0	2	0	6	0	3	0	6	0	6	0	4
94	Convent of Our Lady of the Sacred Heart					0	35	0	4	0	18	0	18	0	8	0	10	0	35
95	Field Seminary	0	20	0	0	0	30	0	10	0	10	0	5	0	10	0	10	0	10
96	Hopkins Academy	25	0	7	0	0	0	4	0	29	0	18	0	7	0	9	0	20	0
97	Miss Horton's School	2	5			0	10	8	14	1	4								
98	St. Francis de Sale's School									0	12	0	12	0	12	0	12	0	12
99	Snell Seminary	0	20			0	45	0	6	0	25			0	18	0	24	0	24
100	St. Vincent's Academy									0	4			0	4	0	1	0	4
101	Academy of Our Lady of Mercy							0	9	0	25	0	4	0	16	0	4	0	10
102	Bellevue Academy	13	6	5	1	1	2	6	4	13	12	5	2	5	2				
103	Sacramento Institute	4	0							42	0	16	0	16	0	4	0	42	0
104	Academy and Business College	12	8	0	0	0	0	0	0	15	11	4	0			0	0	8	2
105	St. Catherine's Convent									0	10	0	2	0	12	0	3	0	12
106	Academy of Our Lady of Peace					0	12			0	10	0	6	0	8			0	80
107	Irving Institute	0	27	0	0	0	35	0	10	0	37	0	16	0	17	0	16	0	25
108	Miss Lake's School	0	25			0	150	0	36	0	30	0	25	0	40	0	40	0	60
109	Oxford House	4	0	0	0	4	0	0	0	1	0	0	0	0	0	0	0	7	0
110	Presentation Convent	0	0			0	2			0	17			0	17			0	17
111	Sacred Heart College	100	0	30	0	45	0	35	0	150	0	100	0	75	0	30	0		
112	St. Joseph's School											3	0	9	0				

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	CALIFORNIA—continued.																		
113	Trinity School	21	0	0	0	8	0	0	0	33	0	15	0	25	0	0	0	......	......
114	Urban School	45	0	3	0	25	0	3	0	19	0	25	0	5	0	5	0	10	0
115	Van Ness Young Ladies' Seminary	0	3	0	0	0	20	0	2	0	12	0	10	0	20	0	8	0	15
116	Miss West's School	0	15	......	......	0	35	0	30	0	22	0	21	0	13	0	8	0	20
117	St. Joseph's College	30	0	8	0	......	......	......	......	......	......	......	......	......	......	......	......	......	......
118	St. Mary's Academy	......	......	......	......	......	......	......	......	0	10	......	......	0	5	......	......	0	15
119	Academy of Immaculate Heart of Mary	......	......	......	......	......	......	......	......	0	4	......	......	0	3	......	......	0	12
120	St. Matthew's Hall	30	0	0	0	3	0	3	0	30	0	30	0	30	0	30	0	30	0
121	Academy of Our Lady of Angels	......	......	......	......	0	15	......	......	0	15	......	......	......	......	0	10	0	15
122	School of the Holy Cross	......	......	......	......	......	......	......	......	0	7	0	2	0	7	......	......	0	7
123	Young Ladies' Seminary	......	......	......	......	0	5	......	......	......	......	......	......	......	......	......	......	0	4
124	Santa Rosa Seminary	0	5	......	......	0	26	0	3	0	8	......	......	0	10	0	8	0	10
125	Ursuline Academy	......	......	......	......	......	......	0	3	0	18	0	3	0	8	0	3	0	18
126	Sacred Heart Convent of Mercy	......	......	......	......	......	......	......	......	......	......	......	......	2	4	......	......	2	4
127	Vacaville Academy	2	2	0	0	0	0	0	0	4	6	0	0	4	6	4	6	4	6
128	The Irma	0	15	......	......	0	30	0	7	0	8	0	3	0	8	0	3	0	12
129	St. Vincent's Convent School	......	......	......	......	......	......	......	......	0	14	0	10	0	5	0	2	0	16
130	St. Joseph's Institute	......	......	......	......	......	......	......	......	0	25	0	25	0	25	0	25	0	25
	COLORADO.																		
131	Mount St. Scholastica's Academy	0	6	......	......			0	15	0	4	0	4	0	15	......	......	0	20
132	Cutler Academy	56	28	20	2	......	......	2	2	17	10	14	9	11	4	14	9	......	......
133	College of the Sacred Heart	89	0	89	0	12	0	10	0	21	0	9	0	23	0	23	0	89	0
134	Jarvis Hall Military Academy	20	0	10	0	12	0	18	0	18	0	10	0	8	0	7	0	25	0
135	Sacred Heart School	......	......	......	......	......	......	......	......	10	14	2	9	2	9	......	......	11	25
136	Wolfe Hall	0	50	......	......	0	28	0	40	0	75	0	25	0	10	0	10	0	22
137	Longmont Academy	10	10	8	1	......	......	......	......	10	15	4	7	6	5	5	6	9	8
138	Collegiate Institute	10	2	......	......	......	......	......	......	8	1	2	......	9	......	......	......	......	4
139	Presbyterian Academy	2	5	1	......	......	......	1	8	2	3	1	......	......	......	2	......	1	3
140	Tillotson Academy	8	15	0	0	0	8	0	3	5	8	3	2	2	4	3	1	2	8

	CONNECTICUT.																		
141	Academy of Holy Family	-----	-----	-----	-----	0	30	0	3	0	30	-----	-----	0	25	-----	-----	-----	30
142	Black Hall School	15	0	5	0	9	0	0	0	11	0	6	0	0	-----	-----	-----	15	0
143	Hillside Seminary	0	15	-----	0	10	0	4	0	15	0	4	-----	-----	-----	-----	-----	0	10
144	Park Avenue Institute	25	0	6	0	4	0	6	0	20	0	16	0	8	0	2	0	6	0
145	The Curtis School	1	1	0	0	3	1	3	0	1	0	1	0	0	0	0	0	-----	-----
146	Episcopal Academy of Connecticut	20	0	6	0	0	0	6	0	30	0	30	0	14	0	6	0	12	0
147	Bacon Academy	28	16	1	1	3	1	0	0	10	8	8	5	8	4	4	2	12	16
148	Private Day School	0	3	0	0	0	5	0	3	0	10	0	4	0	12	0	6	0	25
149	Elmwood School	5	4	-----	-----	-----	5	-----	-----	5	10	3	2	11	16	-----	-----	15	12
150	Fairfield Academy	10	2	-----	-----	0	2	3	-----	3	-----	1	-----	-----	-----	-----	-----	-----	-----
151	Rectory School	23	0	5	0	7	0	6	0	20	0	2	0	0	0	0	0	0	0
152	Woodside Seminary	0	6	0	0	0	22	0	7	0	9	0	4	0	5	-----	-----	0	13
153	St. Joseph's Academy	-----	-----	-----	-----	0	10	-----	-----	0	10	0	2	0	2	-----	-----	0	2
154	The Griswold School	0	9	-----	-----	-----	-----	-----	-----	0	9	-----	-----	-----	-----	-----	-----	0	9
155	Mystic Valley English and Classical Institute	13	7	2	2	8	4	6	4	7	3	5	2	6	3	4	2	5	4
156	New Canaan Institute	2	2	-----	-----	0	6	-----	-----	10	-----	2	-----	2	-----	-----	-----	10	10
157	Elderage School	0	6	-----	-----	-----	-----	-----	-----	0	5	0	3	0	3	-----	-----	0	7
158	Hopkins Grammar School	76	0	-----	-----	-----	-----	-----	-----	76	0	-----	-----	-----	-----	-----	-----	76	0
159	Miss Johnstone's School	0	14	0	2	0	19	0	12	0	9	0	5	0	1	0	19	0	8
160	New Grammar School	10	0	5	0	-----	-----	-----	-----	10	0	-----	-----	5	0	-----	-----	10	0
161	School of Misses Orton and Nichols	0	20	0	0	0	40	0	8	0	15	0	0	0	8	0	0	0	19
162	West End Institute	0	30	0	3	0	35	0	6	0	12	0	8	0	15	-----	-----	0	40
163	Bulkeley School	50	0	3	0	-----	-----	1	0	45	0	8	0	8	0	-----	-----	-----	-----
164	Upson Seminary	7	2	3	0	1	1	2	2	10	4	6	3	7	2	-----	-----	8	4
165	Newtown Academy	9	10	2	2	0	0	0	0	6	8	6	8	3	1	0	0	15	16
166	The Robbins School	12	9	3	0	4	4	1	3	10	6	9	5	3	0	0	0	3	5
167	Miss Baird's Institute	0	3	-----	-----	0	14	0	6	0	20	0	3	0	20	-----	-----	0	20
168	Mrs. Meade's School for Girls and Young Ladies	0	12	0	0	0	12	0	4	0	12	0	1	0	3	0	3	0	3
169	Norwich Free Academy	115	125	-----	-----	-----	-----	-----	-----	115	125	-----	-----	-----	-----	-----	-----	-----	-----
170	McLean Seminary	2	12	1	2	2	14	0	2	4	16	4	18	5	16	1	4	3	11
171	School for Boys	49	0	12	0	15	0	12	0	28	0	17	0	27	0	-----	-----	-----	-----
172	Connecticut Literary Institute	30	14	12	-----	7	5	8	4	19	17	16	5	7	5	8	4	20	15
173	The Gunnery	20	6	6	3	9	4	8	4	17	8	7	1	-----	-----	-----	-----	12	-----
174	Staples High School	6	12	0	0	0	0	3	15	4	16	6	15	5	9	3	5	2	4
175	Wilton Academy	10	4	1	0	-----	-----	-----	-----	10	4	3	2	2	-----	2	-----	0	-----
176	Wilton Boarding Academy	0	0	28	0	0	0	0	0	4	0	2	0	0	0	4	0	18	0
177	The Wilton Boarding School	-----	-----	-----	-----	-----	-----	-----	-----	3	-----	2	-----	3	-----	3	-----	20	-----
178	Young Ladies' Institute	0	25	0	2	0	11	0	12	0	15	0	7	-----	-----	-----	-----	0	10
179	Parker Academy	5	7	-----	-----	-----	-----	-----	-----	4	8	6	2	5	5	6	0	-----	-----
180	Woodstock Academy	12	9	3	1	0	0	0	0	8	9	9	3	8	0	4	0	0	1
	DISTRICT OF COLUMBIA.																		
181	Linthicum Institute	-----	-----	-----	-----	-----	-----	-----	-----	50	0	50	0	30	0	30	0	-----	-----
182	Academy of the Visitation	0	3	-----	-----	0	75	0	4	0	10	0	6	0	75	0	10	0	75
183	Arlington Academy	7	0	4	0	0	0	2	0	9	0	9	0	5	0	3	0	17	0
184	The Columbian College Preparatory School	83	0	41	0	28	0	-----	-----	30	0	30	0	20	0	-----	-----	30	0
185	Emerson Institute	45	0	15	0	20	0	10	0	60	0	40	0	15	0	-----	-----	30	0
186	Gonzaga College	70	0	70	0	70	0	70	0	15	0	3	0	-----	-----	-----	-----	100	0
187	Holy Cross Academy	0	10	-----	-----	0	60	0	60	0	40	0	10	0	25	0	25	0	40

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	DISTRICT OF COLUMBIA—continued.																		
188	Hunt's Preparatory School	6	....	1	....	....	....	....	....	6	....	6	....	3	....	....	....	....	....
189	Norwood Institute	0	20	....	....	0	75	0	25		30	0	10	0	10	0	10	0	30
190	St. Cecilia's Academy	....	....	....	....	....	....	....	....		13	0	3	0	9	0	4	0	18
191	St. John's College	31	0	7	0	7	0	0	0	27	0	20	0	0	0	....	....	62	0
	DELAWARE.																		
192	Wilmington Conference Academy	25	15	10	1	3	3	7	3	18	12	6	5	6	6	4	2	6	8
193	Classical Academy	....	11	1	....	3	2	3	5	6	13	5	6	....	....	....	....	2	
194	Newark Academy and Delaware Normal School	23	22	....	....	17	15	19	15	25	22	8	12	8	12	....	....	....	....
195	The Academy of the Visitation	0	3	....	....	0	30	0	9	0	8	....	....	0	10	....	....	0	40
196	Friends' School	40	35	8	....	40	45	8	5	23	12	10	8	12	10	3	5	1	4
	FLORIDA.																		
197	Normal Park	....	....	....	....	....	....	....	....	2	2	....	....	7	5	....	....	....	....
198	Boarding and Day School	....	....	....	....	....	....	....	....	11	....	2	....	6	....	9	....	25	....
199	Cookman Institute	19	17	5	....	....	....	....	....	19	17	5	....	15	14	5	....	15	14
200	Normal Institute	6	3	1	....	....	....	2	....	10	8	8	....	....	....	....	....	....	....
201	Convent of Mary Immaculate	0	2	....	....	0	10	....	....	0	12	0	2	0	8	0	2	0	42
202	Lake City Institute	....	15	....	....	....	....	....	....	0	20	0	15	0	10	0	10	0	5
203	Florida Institute	....	....	....	....	....	....	....	....	4	3	....	....	....	....	....	....	....	....
204	Abbott School	2	3	....	....	....	....	....	....	4	2	....	2	....	....	....	....	6	4
205	St. Leo's College	8	0	8	0	....	....	15	0	5	0	5	0	....	....	....	....	15	0
206	Holy Name Academy	1	4	0	0	0	1	8	2	0	1	....	....	....	5	....	7	2	16
207	Convent of the Holy Names of Jesus and Mary	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	32
	GEORGIA.																		
208	Albany Academy	16	15	6	....	....	....	....	....	24	....	2	....	16	....	14	....	31	....
209	Home School for Young Ladies	0	10	....	....	0	30	0	1	0	25	0	15	0	15	0	15	0	30
210	Baptist Seminary	23	0	5	0	....	....	....	....	30	0	20	0	10	0	10	0	10	0
211	Gordon School	28	0	4	0	....	....	....	....	27	0	6	0	....	....	70	0	6	0

212	Spelman Seminary	0	2					0	2	0	84	0	15	0	9			0	52
213	Washington Seminary	0	25			0	60			0	33	0	10	0	20			0	12
214	West End Academy	10	13							16	15	6	8	10	8	6	8	6	8
215	Academy of Richmond County	53	0	9	0	7	0	12	0	84	0	40	0	20	0			40	0
216	St. Mary's Academy	0	15			0	15			0	25	0	15	0	25	0	25	0	25
217	High School	4	5	2						10	8			2				9	5
218	Martin High School	6	3							10	4	4	0					16	5
219	Bairdstown Academy									18	13								
220	Gordon Institute	49	51	30	5	0	7			125	131	75	53	31	34	10	9	140	150
221	Blakely Institute	13	15	8	0	0	0	0	0	13	16	7	8	2	3			13	16
222	Fells' Academy	0	1							3	6			1				3	6
223	West End Institute		25		0		0		0		19	0	4		4		4		25
224	Hearn Female Seminary	0	10	0	2	0	0	0	0	0	10	0	3	0	4	0	0	0	4
225	Hearn Institute	7	0	2	0					12	0	1	0	6	0				
226	St. Mary's Institute	23	18	18	12					30	18	22	9	16	7	12	13	25	21
227	County Line Academy	3	3	0	0	0	0	0	0	5	3	0	0	0	0	0	0	7	15
228	Centreville Academy									6	8							8	12
229	Cleveland Academy	3	2	0	0	0	0	0	0	4	5	0	0	0	0	0	0	15	0
230	Ebenezer College	25	20	6	2					30	25	5	4		4	0	0	40	37
231	Chappell College	0	100			0	60			0	56	0	37	0	42	0	34	0	62
232	Select School for Girls	0	10			0	20	0	6	0	10			0	10			0	20
233	Crawford Academy	5	7							10	10	6	7	3	2			15	12
234	Culloden Institute	8	4	2						9	4	1							
235	Decatur Academy	10	0															10	0
236	Dixie Academy	7	12	1						8	13								
237	School for Boys and Girls	2	4							10	6	1	2	7	3			18	15
238	High School	15	17	1						18	9	1	6	1	9		6		
239	do	9	10							10	11		1					7	5
240	Ellijay Seminary	1	3							13	6			2					
241	Male and Female School	40	30	10	4	3	8			45	28	25	15	15	18				
242	High School	6	7	5	3			8	7									24	20
243	do	9	7	3						9	7	4	4	1				15	10
244	Church Academy	5	7							2	5							3	6
245	Fuller Academy	3	10							3	9								
246	Thomas Stoeke Institute	14	5	1						14	5	1							
247	Greshamville Academy	1								6	2					6	3	15	6
248	West Georgia Agricultural and Mechanical College	37	34	12	0	0	10	0	0	30	28	7	6			9	16	11	14
249	High School	8	4	2	0	0	0	4	3	10	3	2	0	4	0	4	0	12	4
250	Bradwell Institute	2	2								2		1	2	8				
251	American Academy	10	6	4	0					10	6	4	1						
252	Planters' High School	7	2	1			1			9	5			4	2			5	2
253	High School	5	8							15	10			15	10			15	10
254	Talmage Institute	14	19	8						16	20	5	4	5	8			5	3
255	Martin Institute	24	55	10	0	3	37	0	0	30	37	14	17	2	0	6	8	15	17
256	Auburn Institute	15	20	5	0	2	3	0	0	15	20	5	8	3	1	8	1	16	20
257	Ragan Institute									8	7	1							
258	High School	4	5	3	0	1	2			7	2	2	0	2	0			12	10
259	Lawrenceville Seminary	3	3				2			5	5	2	2	2	3	1	2	5	5
260	High School	4	3	2	0							3							
261	McDonough Institute	6	6	0	0	0	0	0	0	12	10	6	4	8	6	2	4	12	14
262	Young Harris College	60	40	12	0					50	25	10	12			8	2	12	8
263	Alexander Free School	20	10	5			3			30	20	6	4	20	10	20	10		

	Name of school.	Students pursuing— Latin. Male.	Latin. Female.	Greek. Male.	Greek. Female.	French. Male.	French. Female.	German. Male.	German. Female.	Algebra. Male.	Algebra. Female.	Geometry. Male.	Geometry. Female.	Physics. Male.	Physics. Female.	Chemistry. Male.	Chemistry. Female.	General history. Male.	General history. Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	GEORGIA—continued.																		
264	University High School	51	0	51	0	4	0	4	0	51	0	10	0					25	0
265	Male Academy	6	0	6	0					15	0	10	0						
266	High School	10	8	1						8	8	1	4	10	8			3	6
207	do	7	16	1			3			7	10	2	2					15	9
268	do	5	3							5	3							15	10
269	Johnston Institute	16	24	2						19	26	4	7	6	10			7	11
270	High School	2								6	1	2						10	8
271	Mount Zion Academy	3	2							1	2								
272	Walker High School	18	21	0	0	0	0	0	0	22	20	6	1	6	4				
273	High School	16	8	1						20	11	10	3	9	1	2		0	0
274	Pendergrass Academy	18	16			1	5			5	2	2		6	8			12	4
275	Mercer High School	6	5		3	0	0	0	0	7	6	1	4	2	3	0	3	6	4
276	Male and Female School	2	1							2	2			6	8				
277	High School	10	9	3	7	2	1			10	5	6	7	10	1	12			13
278	Alexander Stephens Academy	13	10	7	3	12	14			21	19	17	9	25	19	21	18	30	23
279	High School	10	6							12	8							15	12
280	Oglethorpe Seminary	0	8			0	20	0	15	0	8	0	3	0	6			0	6
281	Savannah Academy	14	0							12	0	2	0					35	0
282	Excelsior High School	10	22							16	23	6	5	3	5	4	7		
283	Sacred Heart Seminary	5	0	0	0	0	0	0	0	5	0	0	5	0	0	0	0	0	0
284	Shellman Institute	10	15	3						15	20	6	6	15	20	5	15	12	16
285	High School	4	12	0	0	0	0	0	0	9	15	0	3	2	5	0	2	8	11
286	do	12	13							14	11		5	8	12				
287	Social Circle Academy	19	24	19	24					10	24	19	24	12	30	15	27	24	39
288	Eastman District High School	4	2	1		6	4			3	2	1		6					
289	Stellaville High School	15	12	4	4					8	8	5	6	20	18	14	10	20	10
290	Stilesboro Academy	5	8	3						11	4	3						10	2
291	High School	1	12				8			8	12	10	14			8	12	8	21
292	R. E. Lee Institute	22	48	2		0	8			32	58	11	34	15	20	2	7	5	19
293	Tunnell Hill Seminary	4	7							9	12	3	2			5	4	20	32
294	Union Point Academy	1	4							5	7	2	4	1	1			7	8
295	High School	4	2							4	2			1					
296	St. Joseph's Academy	0	18	0	8	0	20	0	0	0	13	0	15	0	5	0	5	0	10

297	Whigham Academy	4	6	0	0	......	......	......	......	15	10	5	6	10	......	10	......	25	......
298	Whitesburg Academy	4	10	......	......	2	1	......	......	5	12	......	......	5	3	......	......	2	......
299	Dawson Institute	15	20	3	0	......	......	......	......	15	20	3	5	......	......	......	......	15	20
300	Winterville Academy	7	11	3	......	......	......	......	......	6	7	2	4	......	......	......	......	4	6
301	Jeff Davis Institute	5	10	1	2	......	1	......	......	6	7	2	6	2	5	......	......	2	......
	IDAHO.																		
302	Bear Lake Stake Academy	......	......	......	......	......	......	......	......	......	......	......	......	34	21	34	21	34	21
	ILLINOIS.																		
303	Aledo Academy	3	4	......	1	......	......	......	3	5	4	......	3	......	2	......	......	2	4
304	Ursuline Academy of the Holy Family	0	6	......	......	0	4	0	24	0	8	0	6	0	12	0	6	0	19
305	Union Academy of Southern Illinois	13	12	2	0	......	......	5	5	11	14	7	13	9	11	......	......	7	13
306	Academy of the Sacred Heart	......	......	......	......	9	9	......	......	0	1	0	1	......	......	......	......	5	9
307	Jennings Seminary	10	17	6	3	......	......	0	4	16	10	7	8	5	8	4	6	5	7
308	Academy and Boys' Home School	5	0	2	0	0	0	3	2	10	15	1	0	3	2	0	0	3	2
309	Western Normal College and Commercial Institute	8	4	0	0	0	0	8	4	40	15	20	6	60	20	9	2	9	9
310	Dearborn Seminary	0	18	......	......	0	40	0	20	0	14	0	5	0	10	0	12	0	18
311	Girls' Higher School	0	24	0	5	0	10	0	24	0	12	0	8	0	8	......	......	......	......
312	Grant Collegiate Institute	0	40	0	5	0	20	0	10	0	15	0	10	0	3	0	3	0	30
313	The Harvard School	71	0	21	0	12	0	35	0	49	0	22	0	5	0	25	0	......	......
314	Kenwood Institute	2	32	......	......	0	20	0	10	0	40	0	20	0	20	0	15	0	30
315	Kirkland School	0	19	......	......	0	32	0	10	0	8	0	7	0	10	0	8	0	20
316	The Loring School	0	38	0	1	0	14	0	10	0	30	0	15	0	10	0	10	0	20
317	St. Margaret's School	0	28	0	0	0	25	0	17	0	12	0	10	0	4	0	6	0	18
318	St. Francis Xavier's Academy	0	33	......	......	0	28	0	25	0	25	0	12	0	15	0	15	0	23
319	College of Northern Illinois	15	0	......	......	......	......	......	......	15	0	......	......	......	......	......	......	......	......
320	The Deutsche Evangelical Lutheran School	......	......	......	......	......	......	30	20	......	......	......	......	......	......	......	......	30	20
321	St. Teresa's Academy	10	10	......	......	......	......	......	......	10	10	......	......	......	......	......	......	4	4
222	Old Du Quoin Seminary	......	1	......	......	......	......	......	......	......	2	......	1	1	1	......	......	......	1
322	Elgin Academy	13	9	2	0	0	0	4	3	12	8	5	3	4	2	0	0	9	12
324	Hayward Collegiate Institute	6	10	1	2	......	......	9	2	12	20	7	8	22	20	8	6	12	14
325	Collegiate Institute	12	18	3	3	......	......	3	5	18	17	8	6	8	7	5	7	12	13
326	Monticello Female Seminary	0	70	0	0	0	100	0	100	0	50	0	50	0	50	0	50	0	75
327	Almira College	4	11	......	......	0	0	0	0	1	8	......	2	4	5	1	2	......	3
328	Northwestern Military Academy	8	0	2	0	4	0	8	0	2	0	27	0	13	0	2	0	7	0
329	Whipple Academy	60	0	20	0	......	......	30	0	40	0	40	0	40	0	......	......	......	......
330	St. Francis Academy	......	......	......	......	......	......	0	10	0	12	0	1	0	1	......	......	0	6
331	St. Joseph's Seminary	0	6	......	......	0	97	0	7	0	25	0	11	0	9	0	9	0	25
332	St. Alban's School	21	0	2	0	1	0	12	0	11	0	2	0	7	0	7	0	15	0
333	St. Mary's School	......	......	......	......	......	......	1	4	2	9	1	4	2	9	2	9	5	14
334	Our Lady of the Sacred Heart	......	......	......	......	0	6	0	30	0	10	0	1	......	......	......	......	0	32
335	Lee's Academy	2	2	1	......	......	......	......	......	8	8	2	......	6	6	0	0	20	16
336	Normal and Scientific School	2	2	1	......	......	......	......	......	6	6	1	......	1	1	......	......	4	5
337	Mount Morris College	23	16	14	12	1	3	12	7	26	18	13	9	9	7	7	6	8	7
338	Grand Prairie Seminary	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	154	159
339	St. Francis Xavier's Academy	......	......	......	......	......	......	......	......	......	14	......	3	......	5	......	......	......	8
340	Rice Collegiate Institute	12	8	2	2	......	......	2	7	11	5	......	1	0	0	0	0	0	0
341	Port Byron Academy	5	4	4	2	0	0	1	3	4	4	4	2	1	1	4	5	2	3
342	St. Anne's Academy	......	......	......	......	30	20	......	......	......	7	......	......	......	7	......	7	......	7

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Studen ts pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	ILLINOIS—continued.																		
343	Bettie Stuart Institute	3	14	......	......	......	......	......	......	2	14	......	6	......	4	......	4	......	8
344	Concordia Seminary	106	0	20	0	0	0	106	0	......	......	......	......	......	......	......	......	106	0
345	St. Agatha's School	0	30	0	1	0	1	0	8	0	16	0	6	......	......	......	......	0	20
346	Waterman Hall	0	15	......	......	......	......	......	......	......	......	......	......	......	......	......	......	0	90
347	The Toulon Academy	12	11	2	1	......	3	7	9	10	12	8	7	6	4	5	3	9	7
348	Vermilion Academy	17	25	......	......	......	......	......	......	25	25	25	15	27	30	25	14	15	20
349	**Todd Seminary**	4	0	0	0	0	0	5	0	4	0	0	0	4	0	0	0	0	0
	INDIANA.																		
350	Friends Academy	20	13	......	......	......	......	......	......	12	5	5	6	5	6	2	2	12	5
351	Fairmount Academy	14	10	......	......	......	......	11	6	21	8	6	8	4	5	5	6	17	7
352	Westminster Seminary for Young Ladies	3	25	1	0	0	2	4	18	1	8	1	8	0	12	0	0	1	12
353	Boys' Classical School	18	0	2	0	......	......	......	......	18	0	3	0	......	......	......	......	......	......
354	Classical School for Girls	0	95	0	13	0	78	0	29	0	27	0	48	0	2	0	0	0	16
355	St. John's Academy	0	20	......	......	0	9	0	17	0	15	0	6	0	18	0	6	0	24
356	St. Mary's Hall	0	7	......	......	0	19	0	8	0	7	0	5	......	......	0	5	0	14
357	St. Rose's Academy	......	......	......	......	......	......	......	......	0	12	......	......	......	......	......	......	0	20
358	Barker Hall	12	5	......	......	......	6	1	5	2	7	2	2	5	10	......	......	......	7
359	Central Academy	6	8	......	......	......	......	......	......	10	8	8	5	7	1	4	0	8	5
360	St. Joseph Indian Normal School	......	......	......	......	......	......	......	......	12	0	......	......	13	0	......	......	......	......
361	Academy and Musical Institute	5	5	3	2	......	......	......	......	10	5	4	2	4	2	......	......	5	5
362	Academic Institute	0	30	......	......	0	6	0	4	0	17	0	6	0	10	0	15	0	24
363	Eikosi Academy	3	3	......	......	......	......	......	......	11	2	......	......	4	......	......	......	3	1
364	St. Joseph's Male Academy	2	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	21	......
365	St. Joseph's Academy (female)	0	3	......	......	......	......	......	......	0	7	......	......	......	......	......	......	0	23
366	Vincennes University	12	15	1	......	......	......	3	12	40	35	10	12	8	7	11	5	11	16
367	Union High School	20	16	......	......	......	......	......	......	8	6	6	8	8	2	3	7	6	8
	INDIAN TERRITORY.																		
368	**Baptist Academy**	1	5	......	......	......	......	......	......	4	5	......	......	......	......	......	......	......	......
369	**Indian University**	5	2	0	0	3	6	0	1	5	2	2	6	5	2	2	2	19	4

370	Harrell International Institute									41	41								
371	Spencer Academy	4	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	4	0
372	New Hope Female Seminary	0	5	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	9
373	Cherokee Academy	3	3							4	5				3				
374	Cherokee Female Seminary	0	10							0	12	0	6			0	10	0	12
375	Worcester Academy	1	6	1	1					5	12	1	2	1	1	1	1		
376	Wheelock Seminary																		3
	IOWA.																		
377	Ackworth Academy	3	3							5	5	1	1	2	1			6	11
378	Birmingham Academy	6	3							10	1								
379	Sacred Heart School									4	13	1	4	1	4	1	4	4	13
380	Corning Academy	20	11	8	2					21	16	7	4	10	6	6	4	6	4
381	Immaculate Conception Academy							0	12	0	9	0	8	0	7	0	2	0	9
382	Kemper Hall	30	0	5	0	0	0	35	0	15	0	10	0	9	0	7	0	15	0
383	St. Ambrose Seminary	12	0	10	0			18	0	20	0	20	0	8	0	2	0	24	0
384	St. Katharine's Hall	0	25			0	45	0	48	0	30	0	12	0	13	0	15	0	35
385	Decorah Institute	6	2							31	17	11		13				7	5
386	Denmark Academy	6	4	0	0	0	0			5	10	2	2	2	2			4	5
387	St. Joseph's College	48	0	19	0	5	0	23	0	53	0	49	0	10	0	0	0	57	0
388	Young Ladies' School	0	4			0	4			0	4	0	2	0	5			0	10
389	St. Mary's Academy									3	9	3	3	3	3			3	3
390	Epworth Seminary	23	18	9	1			12	8	33	34	13	6	8	7	5	6	16	18
391	Collegiate Institute	10	5	4	0	0	0	0	0	20	8	0	0	4	1	0	0	6	1
392	Hartland Academy	4	7					2		6	4	1		4	4			11	10
393	Iowa City Academy	20	25					15	20	34	30	12	13	22	16			29	20
394	St. Agatha's Seminary	2								15	20	4	4	6	5			20	20
395	Ellsworth College	6	5					7	9	7	5	6	2	4	2			6	4
396	Kossuth Academy	1	3					5	6	5	6	0	0	0	0			0	0
397	Friends' Academy	8	2					4	3	8	7	2	2	2				2	4
398	St. Mary's Academy	2		2		8	4	7		10	8	10	8	12	10	12	10	20	14
399	New Providence Academy	7	5	0	0	0	0	5	6	6	7	10	8	6	5	0	0	11	9
400	Northwestern Classical Academy	50	13	33	7			10	3	23	3	11		11				50	13
401	Cedar Valley Seminary	25	18	12	7	0	0	8	7	30	20	10	9	12	9	5	4	3	8
402	Pleasant Plain Academy	2	13					1	2	5	12	2	7	3	3	2	4	3	3
403	St. Ansgar Academy									6	4	2	1	2	1			8	2
404	Whittier College	1	8							10	20	2	4	4	5			5	3
405	Springdale Seminary	3	5							5	6	6	2	6	5			8	12
406	Tilford Collegiate Academy	35	25					40	35	60	40	30	12	64	28	12	5	12	9
407	Washington Academy	26	15	12	9			5	2	16	14	17	13	15	14	16	14	13	12
408	Presentation Convent	0	5			0	5	0	5	1	9	0	5	0	9	0	9	0	9
	KANSAS.																		
409	Latin School	6	6	0	0	1	2	2	3	7	4	6						2	8
410	Southern Kansas Academy	10	9	5	5			4	3	12	13	6	7	6	5	6	5	3	7
411	Spring River Academy	2	2	0	0	0	0	0	0	2	2			2	2	0	0	0	0
412	Grellet Academy	0	0					1	1	7	3	0	0	3				0	0
413	Hesper Academy	5	1							14	12	5	4	10	5			5	5
414	Hiawatha Academy	24	43	10	4	1	10	9	25	18	17	10	10	9	15		1	8	8
415	Poole's Academy	6	8			4	6			6	8	6	8	6	8	6	8	14	16

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	[KANSAS—continued.																		
416	Kansas Christian College	4	7							5	6								
417	McPherson College	18	3	6		2		13	5									25	4
418	Morrill College	10	3	1	1	0	0	4	4	6	4	5	1	8	4			0	5
419	North Branch Academy	1								3	7			4	2	5	3	3	5
420	St. Ann's Academy					6	6	8	8	0	4	0	4	0	10	0	5	0	29
421	St. John School, Semimilitary	24	0	10				3		35		12		10		8		12	
422	Friends' Academy	15	3					5	3	3	7	5	5	2	6	2	5	10	12
423	do	6	2					9	7	8	8	1	1	8	4				
424	Lewis Academy	25	43	4	12	2	10	10	22	16	28	3	8	3	8	8	6	10	16
	KENTUCKY.																		
425	Male and Female Institute	18	4	3	0	0	5	0	3	11	0	8	3	17	16	5	0	3	6
426	College and Perryman Institute	8	3	3	0					7	4	2	0						
427	East Lynn College									20	10								
428	Alexander College	0	10	1	0	0	0	0	0	5	9	2	4	0	0	0	0	0	10
429	St. John's Evangelist Select School							17	8									19	9
430	Home Academy	2	2							4	6	1	2			1	4	4	4
431	Cecilian College	12	0	4	0	2	0	6	0	50	0	30	0	50	0	50	0	75	0
432	Educational Institute	9	10	4	1	4	12	13	13	8	4	4						18	13
433	Miss Gibson's Select School and Kindergarten	0	6	0	0	0	0	0	0	0	9	0	1	0	0	0	2	0	6
434	Notre Dame Academy							0	14					0	14			0	14
435	Rugby School	6	0	1	0					4	0							2	0
436	Crofton Academy									15	10	4	3	3	8				
437	Smith's Classical School	12	18	1	0	2	8	6	10	35	20	6	0					25	15
438	Monroe Normal School	3	6	1	0			1	1	16	20	16	21	16	24	16	24	16	24
439	Carr Institute	5	7							7	2	1	1	1	1				
440	Normal School and Business College	6	5							20	8	7	9	5	0	2	0		
441	The Mrs. S. H. Welch High School									6	22	1	4	1	8				
442	Preparatory and Select School of the Abbey of Gethsemane.	7	0							10	0	19	0					08	10 0
443	Ladies' College and College for Young Men	7	7	8	0	0	0	2	8	2	4	0	2	4	3	8	5	0	0
444	Hampton Academy	6	8							7	5	4	1	10	10			14	16

445	Harrodsburgh Academy	14	5	5	0	......	......	......	......	12	6	15	7	10	4	......	......	5	5
446	College and Business Institute	7	5	0	0	0	0	0	0	44	31	18	31	......	......	9	11	22	18
447	Female Seminary	0	7	0	......	0	7	0	1	0	10	0	6	......	......	0	6	0	22
448	Home School for Girls	0	2	......	......	0	10	0	6	0	16	0	4	0	8	0	3	0	9
449	Hickman College	3	7	......	......	......	......	5	0	15	10	0	0	5	3	0	0	1	3
450	Funk Seminary	13	17	0	0	0	0	0	0	34	39	17	23	18	12	16	12	35	43
451	Birdwhistell Academy	8	7	......	......	......	......	......	......	4	3	5	......	......	......	......	......	3	3
452	High School	4	6	......	......	......	......	......	......	10	8	2	2	......	......	......	......	......	......
453	Alleghan Academy	20	1	5	0	0	0	0	0	6	1	0	0	0	0	0	0	0	0
454	St. Catharine's Academy	2	16	......	......	......	6	3	7	0	15	......	......	......	......	......	......	0	10
455	Kentucky Home School	0	26	......	......	0	35	0	4	0	17	0	9	0	10	......	......	......	......
456	Presentation Academy	......	......	......	......	0	6	......	......	0	20	......	......	0	8	0	8	0	28
457	Training School for Boys	25	0	4	0	......	......	6	0	20	0	6	0	23	0	20	......	......	......
458	West Kentucky College	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
459	Hayswood Female Seminary	0	6	......	......	0	1	1	14	0	12	0	4	0	5	0	6	0	4
460	Glen Elder Select School	3	4	......	......	......	......	......	......	3	6	......	......	0	2	......	......	......	6
461	Goodwin's Male High School	19	0	19	0	3	0	0	0	32	0	20	0	21	0	21	0	28	0
462	Harris Institute	2	4	......	......	......	4	......	2	2	18	2	6	2	0	......	3	2	18
463	Training School for Boys	12	1	0	0	0	0	1	0	32	1	32	1	......	......	......	......	......	......
464	Literary and Benevolent Institute	0	14	0	0	0	28	0	10	0	14	0	13	0	16	0	13	0	13
465	Classical Institute	8	23	0	0	......	1	......	......	2	13	......	3	8	16	......	......	8	23
466	Garth Female Institute	0	6	......	......	0	7	......	......	0	6	......	......	......	......	0	14	0	15
467	Private School	30	0	10	0	......	......	......	......	25	0	10	0	12	0	......	......	10	0
468	Select School	0	18	......	......	......	......	......	......	0	11	0	2	......	......	......	......	0	24
469	Collegiate Institute	11	10	......	......	......	......	......	......	11	10	......	......	11	10	......	......	6	6
470	......do	18	14	4	3	0	0	0	0	21	13	1	8	1	8	6	7	21	10
471	Male and Female Academy	10	8	......	......	1	2	5	4	30	13	7	8	......	......	4	6	40	30
472	Miss Sevier's School	......	......	......	......	12	12	12	12	1	0	......	......	1	0	1	0	12	13
473	Mount St. Joseph's Academy	......	......	......	......	......	......	0	5	0	13	0	3	......	......	......	......	0	16
474	Male and Female College	1	3	......	......	......	......	......	......	......	......	......	......	......	......	3	8	7	10
475	The Sampson-Scearce Academy	40	0	10	0	0	0	8	0	50	0	30	0	20	0	0	0	16	0
476	Science Hill School	0	110	0	13	0	21	0	24	0	47	0	24	0	12	0	15	0	8
477	Van Horn Institute	4	1	0	0	0	0	0	0	10	6	3	......	5	......	......	......	3	......
478	Riverside Seminary	10	11	......	......	......	......	1	2	7	6	3	1	......	......	......	......	2	2
479	Rose Hill Seminary	5	6	......	......	......	7	......	8	......	25	......	25	......	20	......	24	......	15
480	The Woodford Academy	0	3	3	0	0	3	0	0	16	4	10	0	0	0	0	0	8	2
481	Wingo College	7	2	......	......	......	......	......	......	10	5	2	1	......	......	......	......	5	6
	LOUISIANA.																		
482	Fletcher Academy	2	4	0	0	0	5	0	0	10	7	0	0	10	7	3	12	20	16
483	E. A. S. Male College	15	0	2	0	......	......	......	......	20	0	20	0	15	0	......	......	4	0
484	St. Mary's School	0	12	0	1	0	6	0	2	0	15	0	5	0	8	0	0	0	8
485	Bellevue Academy	6	4	2	0	0	2	......	......	6	6	......	2	2	0	2	2	......	......
486	Male and Female College	17	21	......	......	5	7	5	7	31	23	23	16	27	33	19	13	31	27
487	Sacred Heart Convent	0	12	......	......	0	30	......	......	......	......	......	......	0	11	......	......	0	30
488	Millwood Female Institute	......	6	......	1	......	6	......	......	......	20	......	5	......	10	......	5	......	20
489	Convent of Mount Carmel	15	23	......	......	......	......	0	0	4	9	2	0	2	0	2	6	15	23
490	Mount Lebanon College	16	14	2	0	12	18	3	2	38	27	17	5	5	4	7	5	20	17
491	Mount Carmel Convent	0	9	0	0	......	......	0	0	0	3	0	2	0	0	0	2	0	7
492	Rectory School	3	3	0	1	0	3	......	......	1	6	......	5	1	3	......	......	2	5
493	Barnes' Select School	1	1	......	......	5	1	......	......	4	......	......	......	......	......	......	......	12	......

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	LOUISIANA—continued.																		
494	Carnatz Institute	......	......	......	......	0	20	0	1	0	20	0	1	0	15	0	5	0	5
495	Dykers Institute	0	11	......	......	0	38	0	2	0	15	0	2	0	9	0	4	0	20
496	English and Classical School	45	0	3	0	60	0	4	0	28	0	8	0	8	0	0	0	28	0
497	Home Institute	0	19	......	......	0	50	0	2	0	14	0	7	0	7	0	7	0	50
498	Leche's Graded Institute	12	0	3	0	90	0	8	0	90	0	18	0	75	0	18	0	75	0
499	Markey-Picard Institute	......	......	......	......	0	80	0	1	0	50	0	25	0	50	0	25	0	50
500	St. Isidore's College	10	0	7	0	25	0	15	0	20	0	17	0	14	0	......	......	19	0
501	St. Joseph's Academy	......	......	......	......	0	150	0	15	0	41	0	41	0	54	0	54	0	175
502	St. Joseph's Institute	......	......	......	......	0	15	......	......	0	10	......	......	......	......	......	......	0	15
503	Select School for Boys	16	0	2	0	14	0	1	0	20	0	......	......	......	......	......	......	30	0
504	Southern Academic Institute	0	20	......	......	0	30	0	3	0	22	0	8	0	10	0	10	0	30
505	Academy of the Immaculate Conception	......	......	......	......	0	12	......	......	0	10	......	......	0	8	0	8	0	12
506	Academy of St. Basil	......	......	......	......	0	40	......	......	0	3	......	......	......	......	......	......	0	70
507	High School	2	2	0	0	0	2	0	0	4	4	6	4	6	4	8	4	10	10
508	Mount Carmel Convent	......	......	......	......	0	10	......	......	0	10	......	......	0	20	0	6	0	40
509	Thibodeaux College	0	0	0	0	40	0	0	0	25	0	25	0	10	0	10	0	40	0
510	Mount Carmel Convent	......	......	......	......	0	26	......	......	0	5	......	......	0	26	0	26	0	13
511	Gilbert Academy	7	8	......	......	......	......	......	......	8	6	1	......	1	......	......	......	1	......
	MAINE.																		
512	Gould Academy	6	13	1	1	4	6	......	4	12	14	2	3	5	3	......	......	......	......
513	East Maine Conference Seminary	51	53	28	6	8	14	......	......	98	84	28	24	64	44	22	16	......	......
514	Higgins Classical Institute	25	8	5	0	5	1	0	2	8	5	8	0	5	8	4	0	12	10
515	St. Joseph's Academy	......	......	......	......	0	20	......	......	0	13	......	......	0	5	......	......	0	20
516	Bridge Academy	10	3	5	0	0	3	1	0	20	12	5	0	15	4	3	0	16	5
517	Washington Academy	11	15	7	3	0	0	0	0	6	8	9	6	4	7	4	7	8	13
518	Abbott Family School	10	0	3	0	10	0	3	0	6	0	4	0	......	......	......	......	10	0
519	Foxcroft Academy	8	4	5	2	0	2	1	1	14	10	12	6	4	0	4	0	4	3
520	Fryeburg Academy	8	19	7	2	9	11	......	......	16	26	6	8	4	2	4	5	25	23
521	Pennell Institute	8	18	2	7	......	......	......	......	10	14	6	8	5	0	6	5	6	8
522	Ricker Classical Institute	16	6	6	3	2	5	0	0	15	30	7	8	12	15	12	15	0	0
523	Latin School	40	8	33	5	......	......	......	......	24	3	8	2	......	......	......	......	15	3

524	Limington Academy	12	8	5	2					25	15	12	5	20	10	6	5	20	10
525	Monson Academy	6	10	4	0	0	8			8	9	7	10	11	7	3	3		
526	Lincoln Academy	22	23	18	6	8	7			50	30	24	20	26	21	10	5	30	20
527	Stevens School	3	10	1			16		2		10		4						
528	Bridgton Academy	35	30	15		15	20			35	30	18	6	8	13	0	0	0	0
529	Maine Central Institute	18	22	12	3	2	8	1	9	28	30	12	10	8	12	10	3	7	8
530	Thornton Academy	19	26	9	4	4	10			27	26	10	22	13	19	3	7	27	26
531	Berwick Academy	18	14	3	1	8	12	0	0	12	10	8	6	4	2	4	6	6	6
532	The Eskine School			0	0	0	0	0	0	6	8	3	5	5	7	0	0	4	5
533	May School	15	5	8	1	1	4	0	0	6	14	5	3	1	2	0	0	15	14
534	Douglass Seminary	0	14			0	6	0	5	0	10	0	4	0	6			0	0
535	Coburn Classical Institute	56	27	33	5	2	11	0	4	23	8	17	4	6	4	5	6	8	6
536	Wilton Academy	18	18	9	6	0	5	0	0	13	17	6	5	4	4	5	2	3	4
	MARYLAND.																		
537	Normal Institute					25	0			35	0	35	0	46		46	0	46	0
538	Academy of the Visitation					0	20	0	15	0	35	0	8	0	35	0	30	0	90
539	Boy's School of St. Paul's Parish	5	0							8	0	4	0	5	0			10	0
540	The Bryn Mawr Preparatory School for Girls	0	94	0	2	0	98	0	25	0	23	0	41	0	0	0	6	0	70
541	Calvert Hall	25	0	6	0	6	0	90	0	70	0	70	0	6	0	6	0	70	0
542	Epiphany Apostolic College	45	0	27	0	15	0			10	0	7	0					45	0
543	Friends Elementary and High School	26	23	5		4	11	9	23	44	65	9	17	34	24	9	7	47	65
544	The Girls' Latin School	0	124	0	4	0	86	0	75	0	68	0	36					0	25
545	Gymnasium School	76	0	8	0	42	0	76	0	59	0	48	0	27	0	15	0	52	0
546	Mount Vernon Institute	0	25			0	30	0	8	0	6	0	6	0	6	0	13	0	25
547	School for Boys	42	0	7	0	5	0	11	0	19	0	11	0						
548	The University School for Boys	94	0	18	0	37	0	51	0	77	0	75	0	26	0	15	0	52	0
549	Brookeville Academy	4				1	1	1	1	8	2	4	1	4		4		10	0
550	Charlotte Hall School	40	0			12	0	20	0	40	0	40	0	22	0	12	0	22	6
551	Grammar School	18	0	4	0					20	0	14	0	10	0			11	
552	West Nottingham Academy	21	0	7	0	2	0	3	0	30	0	14	0	10	0	5	0	7	0
553	Allegany County Academy	12	11	0	0	0	2	11	10	16	17	5	8	5	3	1	6	0	0
554	Friends Select School	4	3	0	0	0	0	0	0	4	0	0	1	4	5	0	0	3	0
555	Elkton Academy	20	13	3				3	7	20	15	3	6	20	15			4	6
556	Oakland Boarding School	6	4	0	0	3	2	3	4	10	10	10	10	10	8	8	4	6	5
557	Frederick College	20	0	8	0			5	0	31	0	7	0			4	0	4	0
558	St. John's Literary Institution	5	0	1	0	1	0			2	0							5	0
559	Kee Mar College	0	17	0	5	0	21	0	28	0	18	0	18	0	26	0	25	0	32
560	McDonogh School							35	0	31	0	10	0	4	0	4	0	14	0
561	Classical Institute										1				1				4
562	Rockville Academy	37	0	1	0	25	0	8	0	40	0	17	0	22	0	6	0	31	
563	St. George's Hall for Boys and Young Men	9	0	2	0	3	0	12	0	10	0	5	0	10	0	8	0	16	0
564	Female Seminary					0	18			0	10	0	4	0	12	0	4	0	4
565	Rockland School for Girls	0	1			0	5	0	2	0	10	0	10	0	30			0	35
566	High School	1	3							5	10	4	5	6	3			8	8
567	Linaganore Academy and Normal Institute	5	0	0	0	0	0	0	0	15	16	15	16	16	14	0	0	31	16
	MASSACHUSETTS.																		
568	Mount Pleasant Institute	1	0	1	0	1	0	0	0	4	0	0	0	1	0	0	0	1	0
569	Mrs. W. F. Stearn's Home School for Young Ladies	0	2			0	9	0	4	0	4	0	2					0	5

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	MASSACHUSETTS—continued.																		
570	Abbott Academy	0	39	0	2	0	21	0	20	0	16	0	12	0	14	0	10	0	15
571	Phillips Academy	320	0	184	0	75	0	75	0	215	0	113	0	50	0	30	0	......	......
572	Punchard Free School	11	34	......	6	6	10	......	......	24	20	8	12	8	12	8	12	8	......
573	Cushing Academy	27	31	14	5	4	6	5	4	15	16	7	7	15	6	5	......	11	5
574	Riverside School (Wellesley Preparatory)	0	17	0	2	0	10	0	6	0	13	0	7	......	......	......	......	0	14
575	Powers Institute	2	11	0	1	0	0	1	4	8	15	3	3	5	10	2	5	......	......
576	Home School	6	4	0	0	0	10	......	......	11	13	3	4	6	4	6	4	6	4
577	Academy of Notre Dame	......	......	......	......	0	60	......	......	0	50	0	26	0	50	0	26	0	60
578	Berkeley School	23	8	12	4	26	5	16	0	34	12	23	5	27	3	6	0	37	13
579	Female Academy of the Sacred Heart	0	44	......	......	0	60	0	2	0	25	0	7	0	40	0	7	0	60
580	Hales' School for Boys	25	0	0	0	56	......	27	0	39	0	19	0	12	0	12	0	......	......
581	Home and Day School for Girls	0	12	......	......	0	30	0	31	0	8	0	7	......	......	0	13	0	12
582	Misses Hubbard's School for Girls	0	6	......	......	0	20	0	12	0	4	0	2	0	6	......	......	0	20
583	Miss Ireland's School	0	15	......	......	0	46	0	30	0	12	......	......	0	24	......	......	0	42
584	Miss Abby H. Johnson's Home and Day School for Young Ladies.	0	10	0	0	0	30	0	15	0	2	......	......	......	......	......	......	0	20
585	Private Classical School	138	0	70	0	120	0	100	0	80	0	45	0	25	0	......	......	90	0
586	Bradford Academy	0	50	......	......	0	90	0	50	0	40	0	18	0	25	0	40	0	50
587	Carleton School for Young Men and Boys	8	0	3	0	1	0	......	......	11	0	3	0	8	0	8	0	0	0
588	Hitchcock Free High School	9	11	2	1	4	4	......	......	10	10	7	7	7	7	8	7	5	5
589	The Cambridge School	0	44	0	10	0	53	0	30	0	35	0	5	0	4	0	6	0	16
590	Private School for Boys and Girls	8	6	2	3	3	4	2	5	4	5	2	2	9	5	......	......	......	......
591	Day and Family School for Boys	7	0	5	0	16	0	7	0	11	0	8	0	11	0	......	......	4	0
592	Home School	13	0	6	0	13	0	5	0	11	0	10	0	1	0	1	0	0	0
593	The Willard Home School	0	9	0	1	0	15	0	9	0	7	0	8	0	2	0	6	0	0
594	Shawmut School	0	6	......	......	0	10	......	......	0	3	0	2	......	......	......	......	......	......
595	Partridge Academy	1	14	......	......	......	......	......	......	7	18	3	6	5	9	3	6	10	17
596	Powder Point School	4	0	0	0	4	0	8	0	17	0	11	0	1	0	1	0	0	0
597	Williston Seminary	50	0	32	4	24	0	9	0	40	0	35	0	25	0	8	0	12	0
598	Northfield Seminary	0	229	0	33	0	0	0	90	0	132	0	103	0	12	0	15	0	97
599	Home School	2	10	......	......	2	3	......	3	......	5	......	1	1	......	......	......	......	......
600	Dean Academy	16	14	8	8	9	15	8	8	25	15	8	8	8	7	7	2	27	23
601	Housatonic Hall	0	4	0	0	1	19	......	2	......	6	......	1	......	5	......	5	1	6

602	Sedgwick Institute	13	0	4	0	7	0	11	0	17	0	19	0	13	0	2	0	12	0
603	Prospect Hill School	0	9	0	1		18		11		5		4		4		2		26
604	Groton School	60	0	41	0	45	0	12	0	32	0	17	0	6	0				
605	Lawrence Academy	8	8	3	0	4	7	1	0	4	10	2	3	3	4	0	0	0	0
606	Hopkins Academy	13	18	3	6	2	19	0	0	10	3	6	9	4		0	0	0	8
607	Hanover Academy	0	5	0	0	0	0	0	0	0	1	0	1						
608	Broomfield School	4	7			3	4			8	7	5	3					4	4
609	Smith Academy	1	5		3	2	8					6	5	8	4			1	11
610	Derby Academy		16		0		19		6	2	10		6		6		0		28
611	The Tabor Academy	19	15	8	10		2		2	20	21	7	10						2
612	Eaton School	1	6							3	4	1	4					5	
613	Milton Academy	36	17	9	1	28	17	7	14	18	13	7	5	4	3			11	2
614	Monson Academy	45	30	17	6	8	0	20	15	15	10	15	10	23	11	16	8	8	13
615	Mount Hermon Boys' School	104	0	44	0	18	0	8	0	120	0	55	0	24	0	12	0	43	0
616	Admiral Sir Isaac Coffin Lancasterian School	10	15			10	20	5	15	15	25	15	25	20	30	20	30	15	15
617	Home School	1	8		2		4		4										
618	Friends' Academy	20	25	2	1	23	25	3	13	3	9	1	8	1	8	2	6		
619	New Salem Academy	3	5	1	1	0	0	1		6	3	3	1	0	0	3	0		
620	Mr. Cutter's Preparatory School	20	5	9	2	16	5	3	1	13	2	8	2	7	1				
621	Mary A. Burnham's Classical School	0	65	0	9	0	63	0	30	0	24	0	24	0	6	0	5	0	2
622	Wheaton Female Seminary	0	20			0	27	0	12	0	9	0	12	0	9	0	27	0	18
623	Home School for Boys	4	0	1	0	3	0			1	0	1	0						
624	Norte Dame Academy	0	20			0	18	0	6	0	14	0	8	0	9	0	7	0	4
625	Private School	0	8	0	2	0	12	0	12	0	10	0	1	0	14	0	6	0	18
626	Arms Academy	10	10	4	2	4	6	6	1	30	31							10	10
627	Sawin Academy and Dowse High School	4	4							9	7	3	6	3	6	3	6	7	7
628	St. Mark's School	102	0	75	0	90	0	30	0	90	0	40	0	30	0				
629	The Thayer Academy	17	41	7	11	24	37	4	29	26	20	29	22	7	13	3	13		
630	South Lancaster Academy	12	3	6	0			8	6	10	5	8	4	6	4			7	5
631	"The Elms"	0	13	0	1	0	38			0	15	0	5	0	10	0	15	0	10
632	Preparatory School for College	7	0	3	0	1	0	2	0	5	0	7	0	0	0	1	0		
633	School for Girls	0	27	0	0	0	30	0	20	0	6	0	3	0	0	0	0	0	7
634	Bristol Academy	24	13	12	2	30	21	9	5	32	14	12	2	13	4	9	3		
635	Dana Hall School	0	62	0	8	0	25	0	22	0	33	0	17						
636	Howard Seminary	0	12			0	16	0	17	0	10	0	3			0	12	0	14
637	Westford Academy	8	16	1	1	9	13			15	13	8	6	10	11	8	6	9	6
638	English and Classical School	21	8	6	2	35	10	9	2	22	6	11	3	16	2			48	19
639	Wesleyan Academy	70	30	27	12	10	15	8	14	75	56	56	32	29	18	8	7		
640	The Highlands Military Academy	5	0			5	0	2	0	15	0	12	0	10	0	9	0	15	0
641	Private School for Boys	25	0	14	0	10	0	17	0	15	0	14	0	7	0	0	0	22	0
642	The Worcester Academy	90	0	55	0	25	0	10	0	75	0	40	0	15	0	6	0	12	0
	MICHIGAN.																		
643	Raisin Valley Seminary	5	7					5	8	10	6	8	8	12	8	8	7	6	10
644	Normal and Collegiate Institute	36	45	6	11	10	15	19	16	36	49	20	18	24	21	18	21	39	46
645	The Detroit School for Boys	3	0	2	0	1	0	2	1	3	0	3	0	3	0	2	0	1	0
646	Detroit Seminary	0	15			0	30	0	10	0	40	0	7	0	15	0	15	0	80
647	Akeley Institute	0	10	0	2	0	12	0	4	0	10	0	5	0				0	12
648	English and Classical School	0	15	0	0	0	8	0	5	0	0	0	6	0	10	0	0	0	6
649	St. Mark's Academy	0	0	0	0	1	12	0	0	0	3	0	0	0	0	0	0	0	4
650	School for Boys	9	0	0	0	0	0	0	0	9	0	0	0	0	0	0	0	9	0

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	MICHIGAN—continued.																		
651	Michigan Female Seminary	0	18	.....	.....	0	12	0	18	0	10	0	8	0	9	0	12	.....	.....
652	St. Joseph's Academy	.....	.....	.....	.....	0	50	.....	.....	2	15	.....	5	.....	8	.....	5	.....	8
653	St. Mary's Academy	.....	.....	.....	.....	.....	.....	.....	.....	0	51	0	51	0	51	0	51	0	51
654	St. Mary's Academy	0	6	.....	.....	0	8	0	4	0	20	0	9	0	7	0	3	0	30
655	Michigan Military Academy	39	0	5	0	27	0	46	0	159	0	30	0	45	0	33	0	43	0
656	Academy of the Sacred Heart	0	15	.....	.....	0	0	0	1	0	30	0	12	0	18	0	9	0	36
657	Spring Arbor Seminary	9	1	3	.....	0	0	0	0	6	17	5	2	6	3	1	5	6	8
	MINNESOTA.																		
658	Lutheran High School	6	.....	.....	.....	.....	.....	6	4	3	2	2	2	3	.....	.....	.....	5	2
659	Bethlehem Academy	.....	.....	.....	.....	.....	.....	.....	.....	0	10	0	10	0	10	0	3	0	12
660	St. Mary's Hall	0	56	.....	.....	0	37	0	20	0	35	0	10	0	20	0	20	0	50
661	Shattuck School	108	0	8	0	.....	.....	.....	54	0	108	0	38	0	.....	46	0	51	0
662	Convent of Our Lady of the Lake	.....	.....	.....	.....	.....	.....	.....	.....	0	12	0	12	0	10	0	.....	0	10
663	Bennet Seminary	0	6	.....	.....	0	20	0	10	0	5	.....	.....	0	6	.....	.....	0	20
664	Minneapolis Academy	45	18	15	2	.....	.....	10	9	45	15	17	3	14	6	10	4	.....	.....
665	Stanley Hall	.....	10	1	.....	.....	12	.....	16	.....	21	.....	.....	.....	.....	.....	.....	.....	.....
666	Miss Usher's School	.....	4	1	.....	.....	5	.....	4	.....	2	.....	.....	.....	2	.....	.....	.....	2
667	Wraaman's Academy	2	0	0	0	0	0	6	5	8	5	8	5	10	4	0	0	20	3
668	Windom Institute	10	6	3	.....	.....	.....	.....	.....	18	14	8	2	7	4	.....	.....	.....	.....
669	Hope Academy	4	4	.....	.....	.....	.....	5	5	13	9	7	5	7	5	3	4	3	1
670	Pillsbury Academy	26	24	6	4	.....	.....	10	8	33	30	10	8	7	9	3	2	10	11
671	Red Wing Seminary	10	0	5	0	.....	.....	10	0	13	0	5	0	6	0	.....	.....	10	0
672	Notre Dame de Lourdes Academy	0	5	.....	.....	.....	.....	0	10	0	10	0	4	.....	.....	.....	.....	0	5
673	St. Benedict's Seminary	.....	.....	.....	.....	.....	.....	0	.....	0	1	.....	.....	.....	.....	.....	.....	0	12
674	Baldwin Seminary	1	12	3	.....	11	21	9	19	12	13	10	3	8	2	6	4	12	4
675	Willmar Seminary	15	.....	0	.....	.....	.....	3	24	22	8	10	4	9	4	2	1	2	.....
	MISSISSIPPI.																		
676	**Pleasant Hill High School**	3	0	2	2	.....	.....	.....	.....	4	5	2	6	3	3	2	2	2	2
677	**Male and Female College**	10	2	4	.....	.....	.....	.....	.....	6	4	3	5	3	5	8	5	.....	.....

678	Booneville Institute	8	7							20	10	5	4	20	14			17	18
679	Normal College	6	9	1						16	18			5	4			1	2
680	Kate Tucker Institute	2	3							3	12		9	4	12		7	2	12
681	Female College	0	42							0	48	0	4	0	4	0	6	0	7
682	Male and Female High School	2	2							12	14	2	2	12	6	2	2	3	2
683	Normal High School	5	7							12	8	1	0	10	8			14	15
684	Woodland Academy	3	9							3	9			3	9			3	9
685	Mount Herman Female Seminary	1	2							1	3				3			1	7
686	Coldwater Academy	9	14	2						11	15		6	8	9			18	20
687	High School	5	8							15	12	4	1	20	15				
688	Conchatta Institute	1	8		1					6	8	3	8	4	8	1	10		3
689	High School	2	5							1	6			3	5				
690	Duck Hill Institute	1	4				4			2	8		2	2	8		2		
691	Mullen Institute	2	3							4	6			15	2	13	4	18	8
692	Central Mississippi Institute	0	32			0	2				31		8		10		12		10
693	French Camp Academy	25	0	18	0					20	0	18	0	15	0			25	0
694	Jasper Normal High School	4	2	0	0					5	4	4	2	8	7	1	1	4	3
695	High School	8	4	1						9	3			8	4				
696	Bethlehem Academy	0	1	0	0	0	6	0	0	0	6	0	0	0	12	0	4	0	24
697	High School	6								5	1			6	7	4	2	8	10
698	Normal School	3	2							8	4	4	2	5	4			3	4
699	Male and Female Institute	9	21	0	0	0	1	0	0	7	26	1	3	6	16	1	0	5	10
700	High School	2	4	0	0	0	0	0	0	4	6	2	1	1	1	0	0	0	0
701	Male and Female College	5	13				4	5	14	8	17	3	8	4	17	4	4		5
702	Meridian Academy	10	6		2					11	8	8	2	9	2			6	4
703	Normal College	15	10							20	15	10	12	15	10	5	2	20	25
704	Cathedral School	7	0			3	0			10	0	10	0	10	0			10	0
705	Natchez College	4	10	2	0	0	0	0	0	8	10	2	0	6	3	0	0	0	0
706	St. Joseph's School									0	11	0	11	0	11	0	11	0	11
707	Male and Female College	2	3	1		0		0		5	5	1	0	0	0	0	0	18	29
708	Okolona College	18	16			26	32			38	64	16	20	20	18	16	19	15	17
709	Warren Female Institute	10	5				2			5	5							4	
710	Pass Christian Institute									0	35								
711	Male and Female College	5	5	2						5	5	3	1	5	5				
712	Winston Normal High School	7	8						5	15	20	5	7	12	18	5	7	12	23
713	Pleasant Ridge Normal	12	8	0	0	0	0	0	0	22	16	12	8	22	16	12	8	12	8
714	Male Academy	15	0							22	0	5		10				20	
715	Male and Female Academy	5	9							5	10	3	6	5	5			8	10
716	Normal College	12	6	2						13	8	6	2	15	12	5	3	5	3
717	Chamberlain-Hunt Academy	20	0	2	0	3	0	6	0	30	0	7	0	9	0	9	0	10	0
718	Reed Institute									2	1							10	12
719	Oakland Normal Institute	11	3	1	1	0	0	0	0	14	7	6	1	15	8	6	0	6	1
720	Rural Hill Academy	12	8							15	8	5	7	20	12	4	7	15	15
721	Panola College	20	55	0	0	2	3	5	26	9	24	3	12	4	13	5	12	0	0
722	Shannon Academy										2				4			10	8
723	High School	6	2				4			6	12	1	4	14	19			2	4
724	Collegiate Institute	3	5							15	14	5	6	6	7	1	8	30	25
725	Toccopola College	2	4							5	7	2	3	4	6			20	18
726	Normal Institute	4	2							15	14	3	3	13	14			10	8
727	High School	25	30	3						25	30	2	8						7
728	Male and Female Institute	5	6	0	0	0	12	0	0	7	9	1	1	7	6	0	0	16	18
729	Jefferson College	2	0	2	0					30	0	5	0	10	0	1	0		

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	MISSOURI.																		
730	Appleton City Academy	6	5	....	....	....	....	8	7	46	36	6	7	14	12	1	2	12	11
731	Ursuline Academy	....	....	....	....	....	....	0	1	0	12	0	1	0	6	0	1	0	2
732	Watson Seminary	6	6	0	0	0	0	0	0	8	12	3	2	0	0	3	1	0	0
733	Cooper Institute	5	6	....	....	....	....	....	....	9	15	5	4	3	6	1	3	....	....
734	The Kemper Family School	21	0	5	0	....	....	7	0	25	0	12	0	18	0	10	0	50	0
735	Butler Academy	8	6	3	....	....	....	....	9	18	26	1	2	11	5	2	....	5	4
736	Missouri Wesleyan College	30	28	12	6	....	2	6	6	24	23	2	11	7	7	8	3	6	6
737	Mrs. Tierman's Home School	2	4	....	....	....	4	....	....	4	6	1	1	2	4	....	....	4	4
738	Convent of the Holy Rosary	....	....	....	....	....	....	....	....	0	5	0	1	0	6	0	2	0	3
739	Collegiate Institute	8	5	....	....	....	....	....	....	40	35	15	20	40	30	8	10	40	35
740	St. Joseph's Academy	[illegible]	7	....	....	....	....	0	3	0	28	0	7	0	14	0	7	0	35
741	Macon District High School	10	17	2	1	....	....	4	5	12	15	15	10	4	5	1	3	10	9
742	Clarksburg College	15	15	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
743	Hooper Institute	....	....	....	....	....	....	....	....	30	20	3	9	24	14	3	9	3	9
744	Eldon Academy	....	....	....	....	....	....	0	6	10	10	2	5	6	7	0	0	0	0
745	Green Ridge College	6	10	4	6	....	....	....	....	10	12	10	12	6	8	4	6	8	10
746	Henderson Academy	4	2	0	0	0	0	0	0	31	20	5	2	11	8	0	0	7	7
747	St. Cecilia's Academy	5	17	....	....	....	....	....	....	20	40	8	20	10	15	4	16	8	20
748	Woodland College	8	16	....	....	....	....	....	....	38	52	0	30	10	16	11	23	21	42
749	Educational Institute	14	2	....	....	....	....	14	2	14	2	2	1	14	2	....	....	14	2
750	Kidder Institute	15	14	2	2	0	0	1	0	40	30	15	14	6	5	4	3	10	8
751	Missouri Polytechnic Institute	8	7	....	....	....	....	....	....	12	17	4	3	8	5	....	....	20	12
752	Leonard Academy	5	9	....	....	....	....	....	....	36	30	9	5	11	4	....	....	4	3
753	Wentworth Military Academy	25	0	12	0	3	0	10	0	30	0	15	0	18	0	5	0	10	0
754	Female College	0	45	0	3	0	25	0	30	0	43	0	18	0	13	0	12	0	22
755	Normal Institute	2	2	....	....	....	....	....	....	10	11	4	0	4	0	....	....	....	....
756	St. James Military Academy	20	0	3	0	5	0	31	0	27	0	13	0	29	0	17	0	26	0
757	Mayfield-Smith Academy	6	2	....	....	....	....	....	....	21	4	12	2	....	....	....	....	....	....
758	Collegiate Institute	9	8	4	2	....	....	4	....	20	16	8	4	12	8	6	4	8	4
759	Institute of the Sacred Heart	0	60	....	....	0	70	0	30	0	18	0	10	0	30	0	20	0	95
760	Missouri Military Academy	56	0	8	0	6	0	10	0	49	0	20	0	9	0	9	0	81	0
761	Hales College	0	0	0	0	0	0	0	0	4	5	2	0	0	0	0	0	16	19
762	Mount Vernon Academy	6	5	1	....	....	....	7	2	13	14	3	3	10	5	5	4	8	7

763	Cottey College for Young Ladies	1	20	....	....	....	3	....	6	....	25	....	8	....	10	....	10	....	25
764	Odessa College	7	6	2	2	....	....	....	....	17	15	5	5	2	1	4	6	7	6
765	Olney Institute	4	8	0	0	0	0	0	0	10	12	0	0	6	4	0	0	0	0
766	Otterville College	4	....	0	0	1	2	3	0	20	10	6	5	12	4	4	1	4	1
767	Perry Institute and Business College	8	1	1	....	....	....	....	....	25	15	10	5	10	5	8	4	....	....
768	Philadelphia Academy	8	3	0	0	0	0	0	0	8	8	0	1	1	4	....	....	....	....
769	Collegiate Institute	....	....	....	....	....	....	....	....	22	28	....	....	....	....	....	....	....	....
770	Daughters' College	7	3	....	....	0	0	1	2	15	20	1	3	5	10	2	5	0	10
771	Plattsburg College	4	1	1	3	....	....	....	....	22	18	6	7	8	7	8	6	8	7
772	Prairie Home Institute	2	2	....	....	....	....	....	....	1	....	1	....	3	2	0	0	0	0
773	Sacred Heart Academy	0	35	0	0	0	15	0	5	0	9	0	3	0	41	0	8	0	50
774	Academy of the Sacred Heart	0	58	....	....	0	46	0	23	0	11	0	4	0	43	0	11	0	73
775	Young Ladies' Institute	0	28	....	....	0	8	0	8	0	28	0	15	0	6	0	6	0	24
776	Collegiate Institute	2	4	....	....	3	10	....	....	1	3	....	....	1	1	....	1	....	4
777	Educational Institute	39	0	0	0	4	0	76	0	76	0	38	0	13	0	0	0	38	0
778	Hosmer Hall	0	30	0	1	0	40	0	20	0	20	0	10	0	10	....	....	0	1
779	The Mary Institute	0	80	0	10	0	200	0	80	0	200	0	38	0	38	0	26	0	10
780	Rugby Academy	31	0	6	0	15	0	7	0	39	0	17	0	12	0	....	....	20	0
781	The School of the Good Shepherd	0	24	....	....	0	46	0	18	0	6	0	18	0	10	0	6	0	44
782	Ursuline Academy and Day School	....	....	....	....	0	1	0	70	0	10	....	....	0	20	0	6	0	70
783	Walther College	51	0	....	....	....	....	83	24	15	6	....	....	15	6	....	....	9	3
784	Seminary for Girls	0	5	0	1	0	4	....	....	0	4	0	8	....	....	0	3	0	4
785	Sedgewickville Academy	....	....	....	....	....	....	....	1	19	4	3	....	3	....	....	....	....	....
786	Private Normal	....	....	....	....	....	....	....	....	40	30	15	5	34	10	10	4	40	20
787	Loretto Academy	....	....	....	....	....	....	....	....	0	15	0	7	0	30	0	7	0	30
788	Young Ladies' Seminary	0	9	0	0	0	7	0	0	0	6	0	0	0	12	0	0	0	44
789	Miller County Institute	2	2	....	....	....	....	8	5	20	15	5	3	8	6	3	7	3	4
790	Sweet Springs Academy	4	6	....	....	....	....	....	....	6	8	8	4	10	14	4	6	12	16
791	Male and Female Institute	0	0	0	0	0	0	0	0	5	10	1	1	0	2	0	0	1	0
792	High School	3	4	0	0	0	0	0	0	12	8	2	0	12	8	0	0	0	0
793	Christian Institute	12	11	....	....	....	....	....	....	24	20	8	5	10	6	7	6	12	13
	MONTANA.																		
794	Bozeman Academy	4	8	....	....	....	....	1	4	6	8	0	2	....	....	....	....	4	6
795	West End Academy	....	....	....	....	....	....	....	....	13	17	....	....	....	....	....	....	1	2
796	St. Mary's Academy	....	....	....	....	....	....	....	....	0	5	0	2	0	2	0	2	0	5
797	St. Vincent's Academy	....	....	....	....	....	....	....	....	0	20	0	3	0	10	0	10	0	20
798	Ursuline Convent of the Sacred Heart	0	4	....	....	0	3	0	10	0	5	....	....	....	....	....	....	0	15
799	Providence of the Sacred Heart	....	....	....	....	....	....	....	....	....	....	0	6	0	15	....	....	6	21
	NEBRASKA.																		
800	Blake School	3	4	0	0	0	0	0	0	5	4	0	0	8	10	0	0	8	10
801	Chadron Academy	12	6	3	0	....	....	....	....	9	10	10	5	....	....	2	1	10	8
802	Franklin Academy	13	12	5	3	....	....	....	....	14	13	2	7	4	4	3	3	9	10
803	The Academy	7	8	....	....	....	....	....	....	7	7	2	5	3	2	2	1	....	....
804	Academy of the Sacred Heart	0	60	....	....	0	60	0	10	0	12	0	8	0	40	0	8	0	60
805	Brownell Hall	0	42	....	....	0	10	0	21	0	19	0	16	0	15	0	13	0	15
806	St. Catherine's Academy	0	0	0	0	0	1	4	9	0	17	0	8	0	22	0	5	0	12
807	Pawnee City Academy	4	8	....	1	....	....	....	....	18	21	5	6	6	8	....	....	2	0
808	St. John's School	....	....	....	....	....	....	....	....	....	10	....	5	....	5	....	....	25	30

	Name of school.	Students pursuing— Latin. Male.	Latin. Female.	Greek. Male.	Greek. Female.	French. Male.	French. Female.	German. Male.	German. Female.	Algebra. Male.	Algebra. Female.	Geometry. Male.	Geometry. Female.	Physics. Male.	Physics. Female.	Chemistry. Male.	Chemistry. Female.	General history. Male.	General history. Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	NEBRASKA—continued.																		
809	Luther Academy	12	4					4	3	17	10	5	3					17	11
810	Weeping Water Academy	6	7	2	1	0	0	0	0	9	10	9	10	5	7	0	0		
811	School of the Holy Family									0	6	0	3	0	24			0	6
812	York College	15	14	3	2			4		8	8	12	7					4	5
	NEVADA.																		
813	The Bishop Whitaker School for Girls	0	10							0	25	0	12	0	8	0	12	0	2
	NEW HAMPSHIRE.																		
814	Proctor Academy	5	12	1		2	8			9	12	2	5	0	0	2	3	7	6
815	Atkinson Academy	2	4			2	1			4	4	2	2	4	3	1	1	2	4
816	Kezer Seminary	1	0	0	0					6	8	2	0						
817	Colebrook Academy	3	8			3	10			8	20	5	10	4	8			5	15
818	Saint Mary's School	0	11			0	11	0	8	0	4								
819	Saint Paul's School	210	0	161	0	117	0	26	0	160	0	62	0	66	0	66	0	181	0
820	Pinkerton Academy	22	18	7	2	10	6	2	2	18	16	10	6	5	3	2	2	20	18
821	Phillips Exeter Academy	280	0	175	0	84	0	54	0	130	0	130	0	117	0	61	0	50	0
822	Robinson Seminary	0	80	0	7	0	43	0	40	0	45	0	18	0	10	0	30	0	15
823	Francestown Academy	4	3	1	1	2	4	0	0	10	9	2	1	8	7	5	6	7	4
824	Gilmantown Academy	5	3	0	0	0	0	0	0	8	15	3	2	7	9	3	1	1	1
825	Academy and High School	3	5							9	12	4	3	9	4	4	8		
826	Haverhill Academy	4		1		6	2			8	2	2	3	3	2	3		0	0
827	Sanborn Seminary	19	15	1	3	6	12	3	5	15	9	9	9	6	8	2	4	5	4
828	Kimball Union Academy	27	24	12	5	7	8			21	18	9	6	14	11	8	4	20	21
829	Literary Institution	6	2	11	24	1	2			31	30	13	13	8	6	5	6		
830	Colby Academy	26	26	9	3	3	10	1	1	31	23	5	8	12	2	2	4	22	23
831	Coe's Northwood Academy	2	6	2		0	0	3	3	6	4	2	3	5	7	4	3	6	8
832	Pembroke Academy	10	15	5	2					18	18					8	7	2	6
833	Holderness School for Boys	32	0	22	0	14	0	10	0	35	0	31	0	12	0	12	0		
834	Miss Morgan's Home School	0	6	0	0	0	25	0	20	0	8	0	2	0	11	0	4	0	25
835	Smith's Academy and Commercial College	17	6	5	0	0	0	0	0	14	5	7	2	15	4	0	2	13	2

836	McGaw Normal Institute	10	9	2		1	4			9	12	1	3	2	6			1	1
837	Austin Academy	4	1	3	0		1	0	0	27	11	3	1						
838	Brewster Free Academy	24	32	2	7			4	7	15	18	7	4	6	6	8	5	20	17
	NEW JERSEY.																		
839	Belvidere Academy	9	11		2		5	2	7	7	9	1	3						
840	Farnum Preparatory School	2	8	2	1	0	0	0	0	8	20	2	8	6	12	0	0	8	20
841	Blair Presbyterial	52	29	23	5	0	12	9	5	20	14	17	14	7	2	9	0	14	13
842	The German Theological School of Newark, N. J.	23	0	28	0			28	0	17	0	8	0					31	0
843	Adelphic Institute	1								1		1		1		1		10	2
844	Military Institute	24	0	8	0	6	0	15	0	42	0	17	0	14	0	5	0		
845	South Jersey Institute	40	20	21	1	1	1	10	3	40	25	17	10	31	19	13	7	27	10
846	West Jersey Academy	22	0	8	0	6	0	2	0	28	0	12	0	12	0	12	0	14	0
847	Van Rensselaer Seminary	5	3	3		6	9	3	4	3	4							4	12
848	Westfield Friends School	4	6						4	7			4	7				1	1
849	English and Classical Home School	1	2	1				1		4	7	2	4	3					
850	Elizabeth Institute	0	20	0		0	10	0	4	0	12	0	6	0	15			0	20
851	English and French School for Young Ladies and Little Girls	0	30	0	1	0	6	0	4	0	19	0	10			0	11	0	30
852	The Pingry School	40	0	15	0	5	0	10	0	35	0	27	0	10	0	10	0	8	0
853	School for Boys	30	0	12	0	6	0	12	0	13	0	5	0	17	0				
854	Institute of Holy Angels					0	20	0	24	0	10	0	4	0	12	0	2	0	18
855	Freehold Institute	27	0	7	0	0	0	5	0	26	0	8	0	11	0	0	0	0	0
856	Young Ladies' Seminary	0	19	0	1	0	17	0	2	0	16	0	4	0	0	0	9	0	7
857	Hightstown Seminary	0	14			0	2			0	7	0	3					0	5
858	Peddie Institute	40	20	1	20	10	8	8	12	14	14	13	8	8	5	8	5	30	20
859	Phillips Classical School												0	6			0	11	0
860	Hoboken Academy					50	21	50	21	50	21	25	15	25	15	7		50	21
861	Stevens School	22	0	0	0	168	0	25	0	233	0	184	0	105	0	69	0	105	0
862	Hasbrouck Institute	50	20	30	0	20	35	25	35	35	25	20	10	20	15	20	12	20	10
863	St. Dominic's Academy		15				15	25	50		15		5					10	40
864	St. Peter's College	87	0	87	0	2	0	85	0	36	0							87	0
865	Lakewood Heights School	7	0	2	0	4	0	7	0	6	0	2	0	0	0	0	0	0	0
866	The Oaks	0	4			0	20	0	8	0	10	0	3					0	15
867	Lawrenceville School	227	0	50	0	15	0	40	0	227	0	38	0	6	0				
868	Glenwood Collegiate Institute	6	1	2	2	0	0	10	13	8	5	3	2	6	1	6	1	9	12
869	Millville Academy	3	4					5	4	4	4	2		1	3			3	
870	Military Academy	20	0	7	0	12	0	12	0	20	0	6	0	5	0	7	0	8	0
871	Friends High School	21	18					14	5	28	19	8	4	6	9			14	15
872	Miss Dana's School	0	25			0	60	0	14	0	30	0	15	0	12	0	10	0	99
873	Morris Academy	32	0	10	0	3	0	5	0	13	0	6	0	3	0			18	0
874	Mount Holly Academy	14	0	5	0			3	0	31	0	11	0	9	0	3	0	3	0
875	Newark Academy	80	0	20	0	25	0	70	0	112	0	20	0	25	0	30	0		
876	Seminary for Young Ladies	0	30	0	1		30	0	5	0	30	0	8	0	10	0		10	0
877	Misses Anable's School	0	20			0	40	0	40	0	20			0	10	0	4	0	4
878	Collegiate Institute	12	6	4		12		12	18	15	5	5	3			10	3	11	4
879	Dearborn-Morgan School	44	44	12	4	20	72	18	33	20	26	10	14	3	6	3	1	48	107
880	Classical and Scientific	30	0	15	0	4	0	12	0	20	0	10	0			10	0	40	0
881	Mr. Leals' School for Boys	33	0	17	0	7	0	7	0	36	0	7	0	5	0			15	0
882	Seminary for Young Ladies	0	20			0	30	0	8	0	12	0	7	0	9	0	9	0	30
883	Preparatory School	45	0	30	0	15	0	15	0	50	0	30	0					20	0

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	NEW JERSEY—continued.																		
884	Friends Select School	1	2	......	......	2	3	3	1	16	2	1	1	6	2	......	......	1	1
885	Baquiet Institute	0	7	......	......	0	30	0	14	0	2	0	1	......	......	......	......	0	8
886	Classical School	13	8	6	1	......	......	2	4	10	7	4	4	1	3	1	8	6	7
887	Collegiate Institute	0	7	0	0	0	20	0	6	0	1	0	3	0	0	0	0	0	4
888	Summit Academy	5	0	0	0	10	0	15	0	7	0	2	0	0	0	4	0	0	0
889	Woodstown Academy	5	4	......	......	......	......	......	......	15	12	2	5	......	......	......	......	......	1
	NEW MEXICO.																		
890	St. Nicholas Academy	5	0	......	......	3	0	6	0	3	0	......	......	......	......	......	......	20	0
891	Academy of the Visitation	......	......	......	......	......	......	......	......	0	6	0	6	0	6	0	6	0	25
892	Las Vegas Academy	11	6	......	......	......	......	6	7	10	8	2	4	......	......	......	......	2	5
893	St. Mary's College	0	0	0	0	1	0	......	......	5	0	6	0	......	......	......	......	12	3
894	Academy of Our Lady of Light	......	......	......	......	0	4	0	4	0	3	0	1	0	3	0	1	0	1
895	Presbyterian Academy	1	2	......	......	......	......	......	......	3	1	......	......	4	1	......	......	1	......
896	St. Michael's College	2	0	......	......	2	0	2	0	14	0	14	0	14	0	1	0	......	......
897	Whitin Hall School	3	5	......	......	......	......	......	......	4	5	......	......	......	......	......	......	2	0
	NEW YORK.																		
898	Adams Collegiate Institute	29	10	19	0	0	10	0	0	20	15	15	10	8	6	10	4	......	......
899	Academy of the Sacred Heart	0	70	0	0	0	70	0	8	0	18	0	21	0	40	0	18	0	70
900	The Albany Academy	130	0	24	0	75	0	40	0	90	0	41	0	26	0	21	0	130	0
901	Christian Brothers Academy	36	0	0	0	20	0	60	0	75	0	50	0	15	0	15	0	15	0
902	Female Academy	0	15	......	......	0	50	0	15	0	17	0	24	0	7	......	......	0	25
903	St. Agnes School	0	150	......	......	0	100	0	150	0	75	0	25	0	15	0	20	0	25
904	Amsterdam Academy	15	5	5	......	2	3	1	17	12	8	3	......	......	......	......	......	......	......
905	St. Mary's Catholic Institute	16	28	......	......	......	......	......	......	8	14	8	11	......	8	......	......	......	......
906	Ives Seminary	10	10	0	0	0	0	0	0	10	15	8	8	4	3	0	0	0	0
907	Argyle Academy	3	5	......	......	......	......	......	......	6	10	3	5	2	2	......	......	......	......
908	Union Academy	10	12	3	1	......	......	4	5	10	14	4	6	13	10	......	......	......	......
909	The Lady Jane Grey School	0	6	......	......	0	20	0	25	0	10	0	8	......	......	......	......	......	......

910	**The Bridge Hampton Literary and Commercial Institute**	3	3	0	0	1	1	1	1	6	6	2	0	0	0	0	0	0	0
911	**Adelphi Academy**	96	84	36	8	20	105	77	61	78	86	79	41	30	13	23	3	50	73
912	Bedford Heights Institute	8	0	1	0	3	0	15	0	4	0	4	0	3	0	3	0	8	0
913	The Berkeley Institute	0	6			0	29	0	10	0	8			0	5	0	5	0	8
914	The Brooklyn Heights Seminary			0	0	0	45	0	23	0	14	0	10	0	20	0	5		
915	The Brooklyn Latin School	40	0	25	0	20	0	20	0	25	0	20	0	10	0	5	0	5	0
916	Cheneviere Institute for Boys and Girls	4	0	2	0	3	17	26	17	2	3			4	0			15	9
917	Christiansen Institute	0	1			0	6	0	12	0	3							0	3
918	College Grammar School	5	0	3	0	1	0	2	0	4	0	3	0	1	0			2	0
919	Prof. Deghuee's School for Young Ladies	0	2	0	0	0	24	0	24	0	0	0	0	0	0	0	0	0	12
920	Female Institute of the Visitation	0	40	0	0	0	70	0	25	0	25	0	15	0	20	0	20	0	25
921	German-American Academy	0	0	0	0	50	0	50	0	25	0	10	0	10	0	0	0	50	0
922	Mrs. Goodwin's School for Girls	0	10	0	1	0	20	0	40	0	5	0	5	0	10			0	40
923	Pratt Institute, Technical High School Department	22				7	1			40	20	40	20	24	4	11	1	6	4
924	Miss Rounds's School for Girls	0	11			0	32	0	10	0	9	0	0	0	6	0	7	0	18
925	Young Ladies' Seminary	8	0			5	0	10	0	6	0	4	0	8	0	8	0	30	0
926	The Buffalo Seminary	0	23	0	0	0	85	0	3	0	39	0	14	0	16			0	17
927	English, Classical and Mathematical School for Boys									18	0							18	0
928	Heathecote School	30	0	5	0	2	0	25	0	20	0	10	0	10	0	14	0		
929	Holy Angels Academy					0	10	0	25	0	10	0	10	0	25	0	10	0	37
930	Sacred Heart High School							0	32	0	9							0	35
931	Canandaigua Academy	40	0	25	0			30	0	40	0	20	0	25	0	25	0		
932	Granger Place School for Young Ladies	0	37	0	3	0	29	0	26	0	17	0	15	0	16	0	3	0	59
933	Canisteo Academy	6	16	7	4			2	5	22	35	8	19	7	14				
934	Drew Seminary and Female College	0	8			0	15	0	7	0	6	0	7	0	11	0	10	0	11
935	St. James School									9	16	9	16	9	16			9	16
936	The Cazenovia Seminary	70	30	40	5	5	25	10	30	50	40	50	40	40	30	30	20		
937	Mountain Institute	10	5	2		5	5	13	9	14	10	9	3	14	17	10	6	4	6
938	Cincinnatus Academy	5	0	2	0	2	0	0	0	12	5	0	1	4	0	1	0	5	3
939	Claverack College and Hudson River Institute	26	10	1	12	1	12	21	13	22	18	11	8	9	8	5	7		
940	Female Seminary	14	19	1	1	1	9	0	2	6	20	5	8	4	3	0	3	6	8
941	Cottage Seminary	0	26	0	1	0	0	0	6	0	10	0	6	0	6	0	6		
942	Houghton Seminary	0	75	0	0	0	8	0	22	0	15	0	9	0	6	0	12	0	14
943	Cornwall Heights School	6	0	2	0	8	0	2	0	8	0	1	0						
944	Delaware Academy	15	17	7	0	1	2	0	7	24	17	9	5	13	4	9	2	12	11
945	Boarding and Day School	0	13			0	50	0	18	0	10	0	5	0	6	0	7	0	42
946	Westminster School	60	0	40	0	0	0	16	0	30	0	15	0	12	0				
947	Preparatory School	6	10					7	7	15	14	10	8	8	8			4	3
948	East Springfield Academy	4	1	0	0	0	0	0	0	4	6	2	8	2	4	0	0	0	0
949	Starkey Seminary	16	11	8	2			5	5	20	10	8	2	6	0				
950	Private School										2	0	1	0	3			6	4
951	Munro Collegiate Institute	4	1	2	1	0	0	1	0	15	12	5	4	4	2	0	0	0	0
952	St. Ursula School	0	6					0	6	0	7	0	7					0	30
953	Fairfield Seminary	30	20	15	10			18	20	40	30	35	30	40	20	20	10		
954	Erasmus Hall Academy	9	2	5	0	0	4	1	5	6	5			1	4			6	5
955	Flushing Institute	4	0	1	0	8	0	11	0	12	0	2	0	13	0	13	0	15	0
956	St. Joseph's Academy	0	10			0	75	0	10	0	75	0	40	0	75	0	0		75
957	Collegiate Institute	0	28	0	2	0	20	0	12	0	18	0	14	0	8	0	12		
958	Clinton Liberal Institute	13	15	2	1	4	14	3	4	20	10	4	4	1	2	5	7	12	12

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	NEW YORK—continued.																		
959	Ten Broeck Free Academy	18	3	9	1	0	0	4	6	8	12	7	3	2	1	2			
960	Cathedral School of St. Mary	4	15	0	2	1	13	0	6	0	5	0	3						
961	Cathedral School of St. Paul	73	0	17	0	36	0	18	0	23	0	17	0	19	0	12	0	93	0
962	De Lancey School	1	8	0	0	0	22	0	0	0	2	0	0	0	4	0	0	0	6
963	Academy and Collegiate Institute	4	5	1	0					6	8	2	3	5	2	3	0		
964	Mrs. E. A. Hopkins's School	4	3			5	7	3	5	4	3	3	3	5	3			2	3
965	Miss Hogarth's School	0	8			0	3	0	2	0	5							0	3
966	Greenville Academy	2	8	1	0					3	8	3	4	4	6				
967	Colgate Academy	95	5	45	0	6	0	3	2	25	1	25	0	8	0	8	0	45	2
968	Hartwick Seminary	28	2	23	0					20	10	24	5			10			
969	Cook Academy	41	33	33	0			8	33	49	33	49	33	18	11	18	11		
970	The Misses Skinner's School	0	7	0	0	0	4	0	0	0	2	0	0	0	2	0	0	0	5
971	The Cassadilla School	6	0	3	0	23	0	12	0	38	0	26	0						
972	Kinderhook Academy	1	1					0	2	6	4								
973	Lansingburg Academy	10	25	4	1	0	8	8	1	3	6	10	15	9	5	0	0	0	0
974	Academic Institute	20	6	0	1	7	3	36	17	13	6	8	0	0	0				
975	Genesee Wesleyan Seminary	40	30	40	2	30	2	15	18	36	32	17	19	15	18	18	14	28	25
976	Friends Academy	8	7	0	0	6	5	12	6	18	8	17	10	4	2	6	5	8	8
977	Astoria Latin School	11	1	1	0	0	0	3	0	3	0	0	0	7	0	0	0	7	0
978	Macedon Academy	7	6	1	0	0	0	1	1	12	8	6	7	4	4	4	0	0	0
979	Collegiate Institute	11	9	6	2			0	5	15	12	8	7	5	9	3	4		
980	Mount Joy School	2	4			0	5	0	5	0	3	0	8	0	7			0	15
981	Sherman Academy	6	5	2	3	0	0	0	0	12	11	10	12	15	10	10	10	5	57
982	Collegiate School for Girls	0	60	0	4	0	65			0	24	0	19	0	14			0	30
983	Home School									0	4			0	8			0	3
984	Brighton Heights Seminary	2	10			0	16	0	16	0	12	0	4	0	2			0	32
985	St. Austin's School	34	0	15	0	16	0	8	0	41	0	34	0	10	0	0	0	41	0
986	Trinity English and Classical School for Boys	19	1	9	1	11	1	5	1	29	1	21	1	12	0	10	0	20	1
987	Siglar's Preparatory School	34	0	11	0	5	0	6	0	36	0	14	0						
988	The Barnard School	25	0	10	0	15	0	26	0	41	0	9	0	11	0	5	0	60	0
989	Berkeley School	175	0	100	0	120	0	40	0	60	0	30	0	20	0			100	0
990	Brearley School	0	82	0	4	0	130	0	38	0	60	0	16	0	8			0	53
991	Dr. Callisen's School for Boys	32	0	5	0	40	0	15	0	19	0	19	0	10	0	10	0	47	0

992	Classical School for Girls	0	30	0	3	0	19	0	20	0	13	0	9	......	......	0	5	0	23
993	The Collegiate School	21	0	4	0	12	0	4	0	18	0	6	0	10	0	......	......	17	0
994	Columbia Grammar School	60	0	40	0	85	0	75	0	137	0	71	0	70	0	30	0	170	0
995	Comstock School	0	15	......	......	0	18	0	12	0	21	0	12	0	16	0	14	0	70
996	The Cutler School	70	0	70	0	70	0	80	0	60	0	30	0	4	0	2	0	40	0
997	Dwight School	45	0	23	0	30	0	28	0	50	0	35	0	12	0	14	0	50	0
998	Female Academy of the Sacred Heart	0	122	0	0	0	122	0	18	0	47	0	21	0	74	0	11	0	122
999	Friends Seminary	10	16	......	......	7	17	9	14	2	7	4	6	6	10	0	3	15	35
1000	Miss Gibbons's School	0	25	0	10	0	30	0	14	0	15	0	8	0	13	......	......	0	10
1001	Heidenfeld Institute	6	0	......	......	24	26	55	42	12	0	20	0	20	21	......	......	28	26
1002	Holy Cross Academy	0	10	......	......	0	25	......	......	0	25	0	10	0	25	0	10	0	25
1003	The Irving School	10	0	4	0	9	0	7	0	5	0	8	0	7	0	0	0	......	......
1004	Miss Elizabeth L. Koues's School	......	......	......	......	......	......	......	......	0	25	......	......	......	......	......	......	......	......
1005	La Salle Academy	12	0	......	......	......	......	128	0	132	0	68	0	28	0	28	0	134	0
1006	Lenox Institute	8	6	2	0	12	15	15	15	10	10	8	6	......	......	......	......	6	6
1007	John McMullen's School	6	0	1	0	9	0	8	0	3	0	3	0	0	0	0	0	10	0
1008	J. H. Morse's Private School	48	0	26	0	28	0	14	0	21	0	11	0	6	0	0	0	15	0
1009	Miss Newell's School for Girls	0	6	0	0	0	8	0	0	0	1	0	0	0	0	0	0	0	8
1010	Riverside School	0	12	......	......	0	22	0	22	0	10	0	4	0	4	......	......	0	4
1011	Dr. Julius Sachs's Collegiate Institute	100	0	35	0	135	0	135	0	95	0	50	0	6	0	100	0	135	0
1012	St. Bridge's Academy	0	11	......	......	0	11	0	11	0	29	0	11	0	29	......	......	0	29
1013	St. John Baptist School	0	16	......	......	0	24	0	4	0	7	0	3	0	0	0	0	0	25
1014	St. Louis College	24	0	......	......	24	0	24	0	24	0	11	0	11	0	11	0	24	0
1015	St. Mary's School	0	75	0	10	0	120	0	25	0	75	0	10	0	20	0	20	0	120
1016	St. Mathew's Academy (The New York Progymnasium).	52	0	15	0	......	......	52	0	15	0	15	0	36	0	......	......	52	0
1017	The Van Norman Institute	0	21	0	12	0	50	0	20	0	10	0	5	0	12	0	12	0	20
1018	Mrs. Leopold Weill's School for Girls	0	1	......	......	0	60	0	60	0	30	0	25	......	......	......	......	0	20
1019	Woodbridge School	12	0	4	0	39	0	36	0	41	0	40	0	28	0	28	0	21	0
1020	North Granville Seminary	7	4	......	......	1	3	2	3	11	7	2	0	7	2	......	......	3	0
1021	Nyack Seminary	1	8	......	......	0	19	......	......	0	20	0	20	0	20	0	10	0	25
1022	Cary Collegiate Seminary	9	5	1	0	......	......	......	......	12	4	0	2	3	0	......	......	......	......
1023	Oxford Academy	5	15	2	0	0	2	1	8	20	30	7	7	12	10	15	2	0	10
1024	Mohegan Lake School	16	0	6	0	15	0	8	0	24	0	10	0	10	0	6	0	......	......
1025	The Peekskill Military Academy	37	0	14	0	28	0	65	0	53	0	49	0	27	0	27	0	8	0
1026	St. Gabriel's School	0	12	......	......	0	50	0	11	0	12	0	3	0	10	0	10	0	23
1027	Vineland Preparatory School	1	0	0	0	0	0	6	0	10	0	4	0	5	0	1	0	0	0
1028	Westchester County Institute	1	0	......	......	0	3	2	1	4	2	4	2	4	2	4	2	4	2
1029	Worrall Hall	18	0	0	0	30	0	0	0	0	0	......	......	......	......	......	......	......	......
1030	Mr. Taft's School	11	0	4	0	6	0	4	0	3	0	4	0	......	......	......	......	......	......
1031	Evans's Academy	1	1	......	......	0	0	......	......	7	6	0	0	2	2	0	0	0	0
1032	Seymour Smith Academy	4	8	4	1	0	0	1	0	8	14	3	1	2	2	0	0	0	0
1033	D' Youville Academy	0	0	0	0	0	22	0	0	0	14	0	2	0	2	0	2	0	2
1034	Pompey Academy	4	7	......	......	......	......	0	1	0	7	0	4	0	10	......	......	......	......
1035	Classical and Home Institute	0	30	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
1036	Lyndon-Hall School	0	40	......	......	0	20	0	10	0	20	0	10	0	15	0	15	0	20
1037	Military Institute	9	0	2	0	1	0	5	0	12	0	4	0	10	0	5	0	8	0
1038	Quincy School	9	10	......	......	1	1	1	7	1	5	0	2	......	......	......	......	2	5
1039	Riverview Academy	65	0	28	0	15	0	26	0	63	0	32	0	16	0	6	0	15	0
1040	Chamberlain Institute	15	10	8	4	3	2	5	3	23	20	8	8	15	16	20	12	17	15
1041	Union Seminary	16	17	2	0	......	......	6	4	8	9	6	4	5	4	4	3	4	2
1042	Miss Crittenden's Young Ladies' School	0	30	0	8	9	40	0	8	0	20	0	10	......	......	......	......	......	......

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	NEW YORK—continued.																		
1043	Female Academy of the Sacred Heart	0	50	0	0	0	50	0	10	0	10	0	12	0	25	0	7	0	50
1044	Hale's Classical and Scientific School	14	2	7	0	1	1	3	0	18	2	9	1	3	0	1	0	5	0
1045	Livingston Park Seminary	0	12	...	...	0	15	0	8	0	14	0	8	0	10	0	7	0	18
1046	Nazareth Academy		40	0	0	0	20	0	30	0	20	0	10	0	10	0	6	0	10
1047	Mrs. Sarah J. Nichols's School		20	...	...	0	5	0	5	0	12	0	6	0	10	0	2	0	6
1048	Wagner Memorial Lutheran College	4	0	24	0	...	...	49	0	38	0	20	0	18	0	...	...	49	0
1049	St. Peter's Academy	...	...	...	...	0	30	...	...	0	9	0	9	0	20	...	...	0	20
1050	Bryant School	10	1	3	0	7	1	1	0	10	0	4	1	4	...	4	...	2	1
1051	Academy Sacred Heart of Mercy	...	...	...	...	0	14	0	2	0	4	...	...	0	5	...	...	0	8
1052	Washington Academy	7	4	1	0	0	0	0	2	7	14	3	7	0	0	0	7	0	0
1053	Saugerties Institute	2	4	1	0	1	8	2	4	8	8	1	0	2	4	2	5	6	8
1054	Sanquoit Academy	7	12	2	0	0	0	2	4	12	10	8	7	8	4	7	1	3	4
1055	Select School	0	2	0	0	0	0	0	0	20	9	2	1	10	6	6	1	4	8
1056	Dr. Holbrook's Military School	25	0	10	0	15	0	20	0	40	0	25	0	10	0	8	0	...	...
1057	Mount Pleasant Military Academy	25	0	4	0	20	0	23	0	60	0	15	0	26	0	10	0	28	0
1058	St. John's School	19	0	11	0	18	0	8	0	20	0	12	0	3	0	3	0	30	0
1059	Sodus Academy	6	4	4	0	...	...	...	...	30	25	6	6	10	10	...	...	10	10
1060	The Staten Island Academy	20	25	7	0	20	21	27	36	25	20	20	15	20	15	14	12	10	15
1061	De Veaux School	30	0	9	0	2	0	8	0	30	0	15	0	7	0	8	0	...	...
1062	St. John's Catholic Academy	6	0	0	0	21	4	21	21	4	40	4	14	0	18	0	0	0	0
1063	Irving Institute	10	0	3	0	6	0	4	0	9	0	7	0	...	...	6	0	...	...
1064	School for Girls	0	10	...	...	0	40	...	...	0	16	0	6	0	6	0	8	0	4
1065	Trinity School	10	3	1	1	7	2	8	1	12	3	7	2	5	...	6	...	...	...
1066	Female Seminary	0	25	0	0	0	10	0	8	0	8	0	10	0	6	0	6	0	8
1067	La Salle Institute	30	0	...	...	15	0	85	0	65	0	80	0	20	0	10	0	...	...
1068	St. Peter Academy	...	...	...	...	...	...	...	...	0	85	0	10	0	16	...	...	...	...
1069	Troy Academy	39	0	14	0	7	0	6	0	24	0	16	0	...	...	...	...	12	0
1070	Unadilla Academy	8	9	4	1	...	...	1	2	19	10	5	7	13	8	6	5	...	...
1071	Friends Academy and Commercial College	13	9	8	0	0	1	11	4	8	9	12	8	14	8	11	6	4	10
1072	School for Young Ladies	0	25	0	3	0	50	0	85	0	30	0	20	0	35	0	25	0	15
1073	The Home School	0	4	...	...	...	...	...	...	0	7	0	2	...	...	...	...	0	2
1074	Walworth Academy	1	2	...	...	...	...	2	2	6	8	3	6	1	7	...	...	...	...
1075	The Irving School	0	10	0	0	0	5	0	1	0	5	0	2	0	0	0	0	0	13

1076	Boys' Boarding School	7	0	3	0	8	0			8	0	3	0	2	0			9	0
1077	Sacred Heart Academy	15	0	0	0	18	0	50	0	15	0	15	0	15	0	0	0	50	0
1078	English, French, and German Day School	2	10			1	18	0	6	0	4	0	4	0	3			0	1
1079	Military School	15	0	2	0	8	0	4	0	8	0	6	0					8	
1080	School for Young Ladies and Children	0	9			0	18	0	2	0	3	0	2					0	2
	NORTH CAROLINA.																		
1081	Albemarle Academy	6	4			0	6			13	8	5	0	8	7			8	4
1082	Bingham School	90	0	20	0					60	0	30	0	13	0	18	0	140	0
1083	Augusta Seminary	20	12	10	0	1	2	0	0	21	10	4	1	12	8	0	0	10	8
1084	Mountain Dale Seminary	4	3	0	0					9	5			3	3			10	5
1085	St. Mary's College	30	0	20	0			25	0	23	0	23	0	5	0	5	0	20	0
1086	Belvidere Academy	1	1									1	1	1	1				
1087	High School	7	9	2	1	2	1	2	1	10	9	7	4	9	11	6	7	13	10
1088	Bethel Academy	2	7	2	0					4	11	1	5					1	13
1089	Skyland Institute									0	3								
1090	Burlington Academy	8	10	2	0	0	0	0	0	17	15	0	6	0	0	0	0	3	8
1091	Misses McIver and Kirkland's School	3	5							0	4							0	4
1092	Caldwell Institute	1	12	0	6	2	12			3	12	4	6	7	11	4	6	8	14
1093	Cameron Academy									12	6								
1094	Cross-Roads Academy	6	1							6	1								
1095	Cedar Grove Academy	7	5	1	1					7	8							13	14
1096	Macon School	12	0	4	0	1	0			10	0	1	0	8	0				
1097	Trinity School	22	14	5	3	2	3	0	0	17	9	11	4	0	0	0	0	2	4
1098	Utopian Institute	3	2	0	2														
1099	Columbia Academy	7	1							5	2	1	0	10	6			13	12
1100	Buckhorn Academy	10	0	5	0	2	0	2	0	10	0	2	0			2	0	20	0
1101	Male High School	10	0	4	0					15	0	4	0	10	0				
1102	Scotia Seminary	0	3							0	9	0	2	0	9	0	6		
1103	Concordia College									58	48								
1104	Male Academy	20	0							10	0							10	0
1105	Methodist Female Seminary	1	10	1						1	6	1	1		5		5		
1106	Piney Grove Academy	3	2							2	3							2	4
1107	Union High School	6	2	0	0	0	0	3	1	6	1	2	1	1	0	2	0		
1108	High School									10	7			11	1				
1109	Farmington Academy	4	6							5	6	1	2						
1110	High School	25	18	6	0			12	2	20	16	12	0	7	6	12	0	16	14
1111	Albion Academy	11	5	8	0	0	0	0	0	11	5	2	2	6	2	2	2	15	21
1112	Classical and Military Institute	6	0	2	0	0	0	0	0	4	0	0	0	0	0	0	0	10	0
1113	Garysburg Female Academy	4	4			1	1			0	1							6	10
1114	High School	6	6							6	5								
1115	Germantown Institute	0	5					0	1	0	9			0	5	0	2	0	15
1116	Fairview Academy	10	5					8	3	15	2							20	10
1117	Glenwood Academy	2	2	0	0	0	0	0	0	7	4	0	1	0	0	0	0	14	7
1118	Bethany Academy	7	3	2	0					17	7	1							
1119	Bennett Seminery	27	12	3	3	0	0	1	1	25	8	5	1	8	2	6	2	4	2
1120	Male and Female Academy									20	26								
1121	Male and Female College	19	20	1	0					10	9	1	0	7	11	6	1		
1122	Judson College	18	12	4	0	6	2	0	0	10	17	7	1	6	1	5	1		
1123	Mountain Academy	5	2							8	4			16	12			21	11
1124	Holly Springs Academy	9	13							12	9	2	0					18	16

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	NORTH CAROLINA—continued.																		
1125	Collegiate Institute	2	1	0	0	0	0	......	......	3	1	2	1	0	0	......	......	0	0
1126	High School	24	14	18	0	......	......	......	......	44	0	5	1	0	5	......	......	5	3
1127	Salem High School	8	4	......	......	......	......	......	......	8	6	2	0	10	6	10	6	4	2
1128	Holly Grove Academy	7	0	2	0	......	......	......	......	12	6	......	......	6	3	......	......	6	3
1129	Kinston College	10	9	1	1	......	......	......	......	15	18	1	2	1	1	......	......	10	11
1130	The Misses Patrick's Boarding and Day School	0	7	......	......	......	......	......	......	0	12	......	......	0	12	......	......	0	30
1131	Collegiate Institute	0	9	......	......	0	1	......	......	1	3	......	......	2	5	......	......	0	1
1132	Practical High School	10	8	0	0	0	3	0	0	10	8	0	1	5	0	0	0	1	3
1133	Leicester Academy	1	1	1	0	......	......	......	......	2	0	......	......	......	......	......	......	......	......
1134	Lenoir Academy	14	0	4	0	0	0	0	0	14	0	1	0	2	0	0	0	14	0
1135	Lexington Seminary	10	9	......	......	1	0	0	1	11	10	6	6	9	10	0	3	0	15
1136	High School	5	7	......	......	......	......	0	1	......	......	......	......	......	......	......	......	8	13
1137	Rocky Point District High School	3	0	......	......	......	......	......	......	4	0	3	0	4	0	1	0	......	......
1138	Male Academy	15	0	2	0	0	0	0	0	7	0	5	0	0	0	0	0	15	0
1139	High School	20	12	6	0	0	0	0	0	25	10	0	0	......	......	......	......	......	......
1140	High School	5	4	......	......	0	1	......	......	2	3	0	1	2	2	......	......	......	......
1141	Graham Academy	3	5	......	......	......	......	......	......	2	0	......	......	......	......	......	......	8	6
1142	Shiloh Academy	0	0	0	0	0	0	0	0	9	1	0	0	8	7	0	0	10	8
1143	Mooresville Academy	6	6	6	0	0	4	......	......	10	10	1	2	......	8	......	......	......	......
1144	Oak Institute	5	7	3	2	......	......	......	......	5	4	2	1	9	10	......	......	6	10
1145	Moravian Falls Academy	15	5	5	0	......	......	......	......	10	3	1	0	......	......	......	......	......	......
1146	High School	6	4	......	......	......	......	......	......	6	4	1	0	8	4	......	......	21	12
1147	High School	3	1	1	0	1	0	......	......	3	3	......	......	6	6	......	......	10	10
1148	High School	3	5	1	0	......	......	......	......	8	10	0	6	8	10	8	10	0	6
1149	Collegiate Institute	35	40	4	0	0	6	6	8	27	25	3	10	25	40	......	......	7	12
1150	Eureka Academy	1	1	......	......	......	......	......	......	2	2	......	......	0	1	......	......	......	......
1151	Meat Camp High School	6	1	2	0	0	0	0	0	8	0	0	0	3	0	1	0	0	1
1152	High School	2	2	0	0	0	0	0	0	10	12	7	2	8	10	8	10	6	2
1153	Oak Ridge Institute	80	10	8	1	14	3	0	0	160	12	29	6	70	15	......	......	30	5
1154	Carolina Academy	9	6	1	0	......	......	......	......	8	2	......	......	2	2	......	......	12	8
1155	Buies Creek Academy	15	12	......	......	3	2	......	......	15	12	......	......	......	......	......	......	15	15
1156	New Hope Academy	10	3	......	......	......	......	......	......	21	11	20	10	......	......	......	......	30	10
1157	Peace Institute	0	70	0	1	0	40	0	5	0	35	0	20	0	32	0	30	0	20

1158	Raleigh Male Academy	78	0	15	0	7	0	8	0	44	0	12	0	14	0	0	0	35	0
1159	St. Mary's School	0	100			0	100	0	25	0	125	0	35	0	30	0	35	0	150
1160	Female Seminary	1	18							0	10			1	4			1	20
1161	High School	10	7	2	1	1	4			4	4			0	4	1	3	10	7
1162	Rocky Point Academy	2	4							3	0			4	0				
1163	Ingram Branch High School	8	3	1	0	0	3	0	1	6	1			2	6	1	0	14	6
1164	Military Institute	32	0			9	0	4	0	30	0	2	0					60	0
1165	Boys' School	14	0	1	0					11	0	9	0	12	0			16	0
1166	Military School	24	0	4	0	0	0	0	0	27	0	2	0	0	0	20	0	22	0
1167	Selma Academy	7	5	1	0					4	1	2	2	0	2			2	1
1168	Greene Academy	3	14	0	0	0	0	0	0	4	13	0	0	0	0	0	0	0	0
1169	Southport Academy	1	0	0	0	6	4	0	0	2	0	10	0	1	0	0	0	5	2
1170	High School for Boys	17	0	5	0	0	0	1	0	16	0	3	0	0	0	1	0	6	0
1171	Home School	0	20			0	4			0	4					0	2	0	20
1172	Bethel Academy	4	4	0	0	0	0	0	0	4	3							4	3
1173	High School	14	5	8	0	0	4	0	1	17	9	2	0	5	0	5	0	12	0
1174	Female College	2	0							12	0	10	0	25	0			12	0
1175	Fair View College	12	5	1	0					25	14			6	0	8	0		
1176	High School	6	6	1	0					12	10	2	1	12	14	12	14		
1177	Male Academy	11	0	1	0	0	0	0	0	6	0	2	0	0	0	8	0	5	0
1178	High School	10	10	1	1	0	2			15	5	1	0					6	6
1179	Miss Griffin's School	1	6							0	8								
1180	Cape Fear Academy	19	0	0	0	0	0	1	0	24	0	3	0	19	0	0	0	25	0
1181	English and Classical School	17	10	2	0	5	2	6	7	15	6	2	1	0	0	1	0	13	8
1182	Male Academy	22	0							27	0							10	0
1183	Water's Normal Institute									2	2			2	2	2	2	2	2
1184	High School	1	0							4	1							12	4
1185	Yadkin College	8	5					0	8	10	5	8	2	7	6			3	0
1186	Zionville Academy	2	2							4	2			4	1			6	4
	NORTH DAKOTA.																		
1187	Normal and Classical Academy	5	11	1	0	2	3	8	4	20	15	8	6	19	12	10	7	14	12
1188	St. Bernard's College and Convent	1	1				12		8	2	20		2	2	10		6		2
1189	Jamestown College	3	6				3		2	6	10	3		6	1			3	7
	OHIO.																		
1190	Ohio Normal University	302	97	44	8	6	12	102	34	625	182	194	55	237	91	362	78	121	46
1191	Grand River Institute	9	15	1		0	0	1		15	18	4	5	5	7		7		5
1192	Friends Boarding School									10	8	10	10	15	15	6		6	7
1193	Central College Academy	10	18	2	1					16	13	3	2					2	1
1194	Collegiate School	15	0	3	0	3	0	4	0	4	0	5	0	5	0			14	0
1195	Eden Park School for Girls	0	2			0	55	0	25	0	15	0	3	0	10			0	10
1196	Miss Fisher's School for Young Ladies and Children.	0	6			0	6	0	8	0	8							0	11
1197	Franklin School	35	0	18	0	31	0	23	0	33	0	16	0	7	0				
1198	St. Francis Gymnasium	72	0	51	0	38	0	72	0	15	0	10	0	49	0	23	0	51	0
1199	School for Girls	0	8	0	0	0	10	0	11	0	8	0	4	0	0	0	0		
1200	Young Ladies' Literary Institute	0	2			0	6	0	10	0	25	0	7	0	15	0	15	0	25
1201	Hathaway-Brown School for Girls	0	27	0	1	0	21	0	28	0	19	0	12	0	7	0	9	0	34
1202	Miss Mittleberger's English and Classical School	0	24	0	1	0	40	0	12	0	30	0	13	0	19	0	5	0	31

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	NORTH CAROLINA—continued.																		
1125	Collegiate Institute	2	1	0	0	0	0	......	......	3	1	2	1	0	0	......	......	0	0
1126	High School	24	14	18	0	......	......	......	......	44	0	5	1	0	5	......	......	5	3
1127	Salem High School	8	4	......	......	......	......	......	......	8	6	2	0	10	6	10	6	4	2
1128	Holly Grove Academy	7	0	2	0	......	......	......	......	12	6	......	......	6	3	......	......	6	3
1129	Kinston College	10	9	1	1	......	......	......	......	15	18	1	2	1	1	......	......	10	11
1130	The Misses Patrick's Boarding and Day School	0	7	......	......	......	......	......	......	0	12	......	......	0	12	......	......	0	30
1131	Collegiate Institute	0	9	......	......	0	1	......	......	1	3	......	......	2	5	......	......	0	1
1132	Practical High School	10	8	0	0	0	3	0	0	10	8	0	1	5	0	0	0	1	3
1133	Leicester Academy	1	1	1	0	......	......	......	......	2	0	......	......	......	......	......	......	......	......
1134	Lenoir Academy	14	0	4	0	0	0	0	0	14	0	1	0	2	0	0	0	14	0
1135	Lexington Seminary	10	9	......	......	1	0	0	1	11	10	6	6	9	10	0	3	0	15
1136	High School	5	7	......	......	......	......	0	1	......	......	......	......	......	......	......	......	8	13
1137	Rocky Point District High School	8	0	......	......	......	......	......	......	4	0	8	0	4	0	1	0	......	......
1138	Male Academy	15	0	2	0	0	0	0	0	7	0	5	0	0	0	0	0	15	0
1139	High School	20	12	6	0	0	0	0	0	25	10	0	0	......	......	......	......	......	......
1140	High School	5	4	......	......	0	1	......	......	2	3	0	1	2	2	......	......	......	......
1141	Graham Academy	3	5	......	......	......	......	......	......	2	0	......	......	......	......	......	......	8	6
1142	Shiloh Academy	0	0	0	0	0	0	0	0	9	1	0	0	8	7	0	0	10	8
1143	Mooresville Academy	6	6	6	0	0	4	......	......	10	10	1	2	......	8	......	......	......	......
1144	Oak Institute	5	7	3	2	......	......	......	......	5	4	2	1	9	10	......	......	6	10
1145	Moravian Falls Academy	15	5	5	0	......	......	......	......	10	3	1	0	......	......	......	......	......	......
1146	High School	6	4	......	......	......	......	......	......	6	4	1	0	8	4	......	......	21	12
1147	High School	3	1	1	0	1	0	......	......	8	3	......	......	6	6	......	......	10	10
1148	High School	3	5	1	0	......	......	......	......	8	10	0	6	8	10	8	10	0	6
1149	Collegiate Institute	35	40	4	0	0	6	6	8	27	25	3	10	25	40	......	......	7	12
1150	Eureka Academy	1	1	......	......	......	......	......	......	2	2	......	......	0	1	......	......	......	......
1151	Meat Camp High School	6	1	2	0	0	0	0	0	8	0	0	0	3	0	1	0	0	1
1152	High School	2	2	0	0	0	0	0	0	10	12	7	2	8	10	8	10	6	2
1153	Oak Ridge Institute	80	10	8	1	14	8	0	0	160	12	29	6	70	15	......	......	80	5
1154	Carolina Academy	9	6	1	0	......	......	......	......	8	2	......	......	2	2	......	......	12	8
1155	Bules Creek Academy	15	12	......	......	3	2	......	......	15	12	......	......	......	......	......	......	15	15
1156	New Hope Academy	10	3	......	......	......	......	......	......	21	11	20	10	......	......	......	......	30	10
1157	Peace Institute	0	70	0	1	0	46	0	5	0	35	0	20	0	[illegible]	0	30	0	20

1158	Raleigh Male Academy	78	0	15	0	7	0	8	0	44	0	12	0	14	0	0	0	35	0
1159	St. Mary's School	0	100			0	100	0	25	0	125	0	35	0	30	0	35	0	150
1160	Female Seminary	1	18							0	10			1	4			1	20
1161	High School	10	7	2	1	1	4			4	4			0	4	1	3	10	7
1162	Rocky Point Academy	2	4							3	0			4	0				
1163	Ingram Branch High School	8	3	1	0	0	3	0	1	6	1			2	6	1	0	14	6
1164	Military Institute	32	0			9	0	4	0	30	0	2	0					60	0
1165	Boys' School	14	0	1	0					11	0	9	0	12	0			16	0
1166	Military School	24	0	4	0	0	0	0	0	27	0	2	0	0	0	20	0	22	0
1167	Selma Academy	7	5	1	0					4	1	2	2	0	2			3	1
1168	Greene Academy	3	14	0	0	0	0	0	0	4	13	0	0	0	0	0	0	0	0
1169	Southport Academy	1	0	0	0	6	4	0	0	2	0	10	0	1	0	0	0	5	2
1170	High School for Boys	17	0	5	0	0	0	1	0	16	0	8	0	0	0	1	0	6	0
1171	Home School	0	20			0	4			0	4					0	2	0	20
1172	Bethel Academy	4	4	0	0	0	0	0	0	4	3							4	3
1173	High School	14	5	8	0	0	4	0	1	17	9	2	0	5	0	5	0	12	0
1174	Female College	2	0							12	0	10	0	25	0			12	0
1175	Fair View College	12	5	1	0					25	14			6	0	8	0		
1176	High School	6	6	1	0					12	10	2	1	12	14	12	14		
1177	Male Academy	11	0	1	0	0	0	0	0	6	0	2	0	0	0	8	0	5	0
1178	High School	10	10	1	1	0	2			15	5	1	0					6	6
1179	Miss Griffin's School	1	6							0	3								
1180	Cape Fear Academy	19	0	0	0	0	0	1	0	24	0	8	0	19	0	0	0	25	0
1181	English and Classical School	17	10	2	0	5	2	6	7	15	6	2	1	0	0	1	0	13	8
1182	Male Academy	22	0							27	0							10	0
1183	Water's Normal Institute									2	2			2	2	2	2	2	2
1184	High School	1	0							4	1							12	4
1185	Yadkin College	8	5					0	8	10	5	8	2	7	6			3	0
1186	Zionville Academy	2	2							4	2			4	1			6	4
	NORTH DAKOTA.																		
1187	Normal and Classical Academy	5	11	1	0	2	3	3	4	20	15	8	6	19	12	10	7	14	12
1188	St. Bernard's College and Convent	1	1				12		8	2	20		2	2	10		6		2
1189	Jamestown College	3	6				3		2	6	10	3		6	1			3	7
	OHIO.																		
1190	Ohio Normal University	302	97	44	8	6	12	102	34	625	182	194	55	237	91	362	78	121	46
1191	Grand River Institute	9	15	1		0	0	1		15	18	4	5	5	7		7		5
1192	Friends Boarding School									10	8	10	10	15	15	6		6	7
1193	Central College Academy	10	18	2	1					16	13	3	2					2	1
1194	Collegiate School	15	0	3	0	3	0	4	0	4	0	5	0	5	0			14	0
1195	Eden Park School for Girls	0	2			0	55	0	25	0	15	0	3	0	10			0	10
1196	Miss Fisher's School for Young Ladies and Children.	0	6			0	6	0	8	0	8							0	11
1197	Franklin School	35	0	18	0	31	0	23	0	33	0	16	0	7	0				
1198	St. Francis Gymnasium	72	0	51	0	38	0	72	0	15	0	10	0	49	0	23	0	51	0
1199	School for Girls	0	8	0	0	0	10	0	11	0	8	0	4	0	0	0	0		
1200	Young Ladies' Literary Institute	0	2			0	6	0	10	0	25	0	7	0	15	0	15	0	25
1201	Hathaway-Brown School for Girls	0	27	0	1	0	21	0	28	0	19	0	12	0	7	0	9	0	34
1202	Miss Mittleberger's English and Classical School	0	24	0	1	0	40	0	12	0	30	0	13	0	19	0	5	0	31

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	OHIO—continued.																		
1203	St. Ignatius College	60	0	26	0	5	0	99	0	68	0	26	0	22	0			77	0
1204	The Columbus Latin School	38	0	19	0	5	0	30	0	28	0	6	0						
1205	Miss Phelps's English and Classical School for Young Ladies and Children.	0	90			0	65	0	60	0	20	0	15	0	18	0	18	0	0
1206	St. Joseph's Accademy	0	4					0	22	0	7			0	8	0	8	0	7
1207	Damascus Academy	2	3	0	0	0	1	0	0	7	8	2	3	3	4	4	7	5	8
1208	St. Mary's Institute	11	0	0	0	0	0	46	0	46	0	24	0	16	0	16	0	46	0
1209	Ewington Academy	3	0							4	3	2	0						
1210	Fostoria Academy	11	4	6	0			2	3	6	7	6	1	2	1	1	1	3	4
1211	The Gallia Academy	9	4							13	4	5	2	19	3	4	4	11	3
1212	Harcourt Place Seminary	0	21	0	2	0	9	0	12	0	8	0	8	0	0	0	2	0	11
1213	Kenyon Military Academy	55	0	13	0			53	0	59	0	16	0	10	0	15	0	29	0
1214	Georgetown College	9	10	0	0			2	8	8	7	1	0	1	0			5	5
1215	Granville Academy	88	0	50	0	10	0	6	0	42	0	23	0	40	0	6	0	32	0
1216	Green Spring Academy	12	13	7	3			2	3	8	9	6	5	6	2	3	5	4	2
1217	Harlem Springs College	4	7							10	12	9	13	7	7	7	7	5	8
1218	Western Reserve Academy	40	8	24	1	2	0	16	10	14	11	13	3	5	1	3	0		
1219	Crawfis Institute	5	6					1		14	2	2		4				2	1
1220	Marietta Academy	60	0	24	0			28	0	48	0	21	0	23	0			35	0
1221	St. Mary's School	1	8							4	10	1	8	3	13			8	16
1222	St. Vincent de Paul's School									1	2			1	2	1	2	7	10
1223	New Hagerstown Academy	6	2							0	1	2							
1224	St. Aloysius Academy	0	1			0	1	0	20	0	12			0	15	0	2	0	20
1225	Normal and Collegiate Institute	1	2					2	4	3	7	4	5	7	8			5	6
1226	Western Female Seminary	0	149	0	21	0	9	0	8	0	50	0	28	0	10	0	16		
1227	Union Seminary	5	5	1	0	0	0	3	4	8	6	1	1	0	0	0	0	1	2
1228	Ohio Military Academy	6	0	1	0	8	0	9	0	6	0	5	0	8	0			3	0
1229	Academy of Mount Notre Dame	0	20			0	8	0	20	0	18	0	6	0	7	0	6	0	27
1230	Ursuline Academy for Young Ladies	0	8	0	0	0	34	0	0	0	32	0	8	0	34	0	5	0	28
1231	English and Classical School	15	20	5	5	10	12	2	2	10	10	5	5	8	0	8	0		
1232	Savannah Academy	12	12	3	1					25	20	5	7	10	12	3	3	3	2
1233	New Lyme Institute	28	23	8	5	0	0	6	14	29	41	15	7	9	4	6	1		
1234	Salem Academy	21	9	1						9	7			3	7	4	3	3	4

1235	Springfield Seminary	0	18	0	0	0	30	0	5	0	7	0	3	0	7	0	4	0	7
1236	Female Seminary	0	15			0	12			0	8	0	8	0	10	0	10	0	12
1237	College of Ursuline Sisters	0	44			0	5	0	40	0	20	0	16	0	5	0	6	0	25
1238	Heidelberg Academy	18	12	28	4					67	12	44	6	14	5			12	3
1239	Ursuline Academy	0	11	0	0	0	10	0	20	0	60	0	20	0	90	0	20	0	90
1240	Northwestern Normal and Collegiate Institute	6	4	1	0			3	5	16	14	8	5	6	7	4	3	7	5
1241	Putnam Classical Institute (Putnam Seminary)	0	22	0	0	0	7	0	5	0	10	0	8	0	10	0	0	0	6
	OREGON.																		
1242	Collegiate Institute	15	21	7	2					31	36	4	7	8	9	5	8	5	8
1243	St. Francis Academy									20	37								
1244	Coquille City Academy									4	11			6	2		1	5	3
1245	La Creole Academic Institute	3	0	0	0	0	1	0	3	16	13	8	1	4	7	8	1	5	3
1246	Drain Academy									8	10	1	3	1	7	1	9		
1247	Tualatin Academy	23	21	12	3	0	0	8	5	10	9	4	3	9	7	0	0	10	10
1248	Milton Academy	15	5	0	0	0	0	0	0	15	5	15	5	15	5	0	0	0	0
1249	Mount Angel Academy	0	5				2	0	20	0	5	0	0	0	15	0	0	0	30
1250	Friends Pacific Academy									17	15								
1251	Bishop Scott Academy	50	0	10	0	15	0	50	0	75	0	25	0	15	0	15	0	45	0
1252	Portland Academy	31	17	11	1	5	16	6	8	24	16	14	2						
1253	St. Helen's Hall	0	30	0	0	0	15	0	20	0	15	0	10	0	25	0	12	0	12
1254	St. Michael's College	16	0	2	0	8	0	7	0	30	0	19	0	19	0	2	0	12	0
1255	St. Paul's Academy									0	6							0	6
1256	Academy of the Sacred Heart							0	10	0	15	0	8	0	15	0	10	0	20
1257	St. Mary's Academy					0	20	0	30	0	20	0	3	0	3	0	3	0	50
1258	Wasco Independent Academy	9	18	3	3	0	0	0	0	5	7	4	5	0	0	2	7	8	4
	PENNSYLVANIA.																		
1259	Tuscarora Academy	4	2	0	0	0	0	0	0	12	15	4	0	0	0	0	0	2	0
1260	School for Girls	0	5			0	3			0	1	0	1						
1261	Sunnyside School					0	3	3	3	4	6	4	6			4	6	4	6
1262	Select School									8	7							30	28
1263	Barkeyville Academy	7	5	4	0	0	0	4	2	5	9	3	2	3	3	2	2	5	9
1264	St. Xavier's Academy					0	3	0	7	0	10	0	10	0	40	0	14		
1265	Beaver College and Musical Institute	0	24	0	3	0	4	0	21	0	14	0	7	0	18	0	12	0	32
1266	Bellefonte Academy	12	13	6	3	4	6	4	6	10	5	10	8	10				12	8
1267	Moravian Parochial High School	32	21	1				50	49	51	21	69	21	32	0	6	0	36	50
1268	Preparatory School for Lehigh University	15	0	8	0	4	0	12	0	85	0	85	0	70	0			12	0
1269	Mountain Seminary	1	26				10		8	4	25		12		8			0	6
1270	Boyertown Academy	10	4	3				12	6	5	4	4	2	8	7	2	1	4	4
1271	St. Luke's Boarding School for Boys	20	0	3	0	14	0	10	0	17	0	6	0	4	0	5	0	11	0
1272	Chambersburg Academy	50	0	22	0			9	0	20	0	12	0	20	0	7	0	10	0
1273	Chester Academy	15	17	3	0	0	5	0	3	9	13	6	6	7	5	3	4	7	11
1274	Glade Run Classical and Normal Academy	2	1							3	2			2	1				
1275	Doylestown Seminary																		
1276	Dry Run Academy	5	7	1	1					5	9	2	3						
1277	Duncannon Academy	4	1							8	7	2	1	3					
1278	Classical and Normal Academy	15	10	7	2	0	0	2		20	12	9	3	3	2	0	0	10	5
1279	St. Benedict's Academy	0	1					0	24	0	5	0	0	0	2	0	0	0	24
1280	Normal School	12	2	1	0			24	40	12	8								

	Name of school.	Students pursuing— Latin. Male.	Latin. Female.	Greek. Male.	Greek. Female.	French. Male.	French. Female.	German. Male.	German. Female.	Algebra. Male.	Algebra. Female.	Geometry. Male.	Geometry. Female.	Physics. Male.	Physics. Female.	Chemistry. Male.	Chemistry. Female.	General history. Male.	General history. Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	PENNSYLVANIA—continued.																		
1281	Keystone Academy	30	25	8	6			15	16	50	35	10	7	20	14	15	9	10	7
1282	Schuylkill Seminary	18	1	4	0	0	1	8	5	16	3	5	1	5	1	2	1	12	5
1283	Germantown Academy	150	0	50	0	45	0	55	0	100	0	70	0	50	0			150	0
1284	Miss Mary E. Stevens's School	0	50	0	5	0	80	0	30	0	40	0	16			0	12	0	15
1285	Greensburg Seminary	30	10	25	0	0	0	10	5	28	6	10	2	8	2	3	0	7	3
1286	St. Joseph Academy for Young Ladies	0	30					0	3	0	30	0	30	0	11	0	6	0	53
1287	The Misses Tomkinson's School	0	22			0	5	0	11	0	16	0	8	0	6			0	1
1288	Huntington Mills Academy	3	2							5	3			2				1	
1289	Jamestown Seminary	6	2					2	1	9	3	3	1						
1290	Monongahela College	20	21	5	0	5	6	3	2	37	13	15	3	3	2	5	1	37	15
1291	Abington Friends School	27	32			2		5	6	28	25	8	18	4	15	7	4	4	3
1292	Martin Academy	10	12	2	4	0	0	8	6	20	14	6	4	10	0	8	0	5	5
1293	Wyoming Seminary	64	32	28	16	11	15	13	18	68	42	55	36	38	27	28	18	30	22
1294	The Yeates Institute	18	0	7	0	1	0	10	0	18	0	5	0	4	0	0	0	6	0
1295	Friends Institute	0	2					0	35	0	10			0	70			0	40
1296	Derby Friends School	15	18			4		15	18		7	0	7	10	12				
1297	Lewistown Academy	2	3				2		1	6	3	1						6	5
1298	Classical Institute	3	1	1			1			3	5	1	2		1			3	7
1299	McConnelsburg Academy	5	17	0	2			2	3	9	16		3						
1300	St. Joseph's Academy	0	8	0	0	0	10	0	10	0	10	0	5	0	10	0	0	0	10
1301	Juniata Collegiate Institute	18	0	4	0					10	0	12	0	4	0	4	0	3	0
1302	Providence Preparatory Meeting School	10	5					12	10	5	6	3	2	2	0	2	2	12	13
1303	Mercersburg College	39	13	26	0	0	0	13	7	33	13	27	8	4	3	4	3	8	4
1304	Preparatory School and Normal Institute	15	11	2	0	0	0	4	0	15	11	5	2	5	6	0	0	4	3
1305	Mifflin Academy	3	2	0	0					14	10	4	0	0	0	0	0	2	0
1306	Greenwood Seminary	3	9							8	6	2	1					14	13
1307	Western Pennsylvania Classical and Scientific Institute	23	16	11	1			1	2	12	15	5	3	4	2	13	2	3	1
1308	Palatinate College	33	8	25	0			17	4	39	8	22	4	8	1	4	3	9	3
1309	Friends Boarding and Day School		3							2	3							5	7
1310	St. Mary's College	42	0	42	0	42	0	31	0	12	0	19	0					42	0
1311	North Washington Academy	2	9					1	7	1	8		7		7			1	1
1312	Academy and School of Business	6	5	2	0			6	2	18	20	5	4	12	9	8	6	22	20

1313	Cheltenham Academy	18	0	6	0	4	0	24	0	16	0	6	02	8	0	6	0	8	0
1314	Oley Academy	15	3	1						17	3	1						1	
1315	Oxford Academy	14	10	5	8	0	2	6	5	14	6	2	0	7	5	0	0	9	7
1316	Academy of the Protestant Episcopal Church	62	0	31	0	23	0	30	0	86	0	80	0	25	0	25	0	25	0
1317	William S. Blights' School for Boys	25	0	5	0	15	0	7	0	15	0	4	0					28	0
1318	Misses Cooper, School for Young Ladies	0	26	0	2	0	33	0	0	0	20	0	6	0	7	0	0		
1319	French and English Home School	0	21			0	21	0	5	0	21	0	21	0	21			0	21
1320	Friends Central High School	146	204	1	3	19	150	175	154	106	155	52	61	131	158	88	71	60	125
1321	Friends Select School	25	56			48	82	48	82	13	40		6	18	28			0	4
1322	Miss Gibson's Family and Day School for Young Ladies.	0	9			0	24			0	10	0	3	0	10	0	10	0	20
1323	Girard College for Orphans "White, male"					167	0	0	0	75	0	65	0	167	0	0	0	167	0
1324	Miss Gordon's English and French Boarding and Day School for Young Ladies.	0	20							0	20	0	13	0	15			0	20
1325	Agnes Irvin's School for Girls	0	60			0	100	0	30	0	60	0	20			0	5	0	26
1326	George F. Martin's School for Boys	41	0	10	0	25	0	10	0	35	0	9	0	1	0	0	0	20	0
1327	Mount St. Joseph Academy	0	40	0	0	0	40	0	10	0	50	0	0	0	50				
1328	North Broad Street Select School	48	0	16	0	15	0	70	0	60	0	60	0	50	0	70	0	0	0
1329	Philadelphia Seminary	0	55			0	90	0	10	0	48	0	16	0	22	0	33	0	90
1330	Rittenhouse Academy	32	0	13	0	7	0	8	0	31	0	11	0			15	0	13	0
1331	Rugby Academy	41	0	17	0	8	0	30	0	55	0	52	0	5	0	10	0	40	0
1332	Schleigh Academy	0	4			1	1	0	4	0	2	0	1						
1333	School for Girls	0	15	0	4	0	15	0	20	0	10	0	5					0	10
1334	The Wellesley School	0	47	0	10	0	50	0	30	0	25	0	8	0	6			0	12
1335	West Green Street Institute	0	16			0	30			0	11			0	20	0	10	0	8
1336	West Walnut Street Seminary	0	20			0	40	0	20	0	15	0	10	0	12	0	10	0	14
1337	William Penn Charter School	288	0							288	0								
1338	Bishop Bowman Institute	0	20	0	0	0	21	0	5	0	18	0	17	0	22	0	5	0	50
1339	Ursuline Ladies Academy	0	9					0	25	0	20	0	10	0	10	0	10	0	50
1340	The Hill School	90	0	25	0	40	0	20	0	70	0	25	0	10	0	10	0		
1341	Normal Institute	10	0	10	0			6	0	13	7	15	0	4	0			8	2
1342	Selwyn Hall	14	0	3	0	0	0	7	0	12	0	7	0	7	0	0	0	0	0
1343	Clarion Collegiate Institute	7	4	4	0					20	20	5	2						
1344	The Green Ridge School	9	13	1	1		5	3	12	3	10	2	3	1				11	21
1345	The School of the Lackawanna	61	36	18	2	3	11	21	19	36	10	16	3	8	2			20	30
1346	The Missionary Institute	86	15	31	3	0	0	19	3	23	6	20	6	14		10	4	44	6
1347	Hall Institute	35	15							16	12								
1348	Bishopthorpe School for Girls	0	17	0	0	0	34	0	5	0	10	0	3	0	1	0	0	0	8
1349	Springtown Academy	3	0	1	0					7	4	2	0	1	0			11	11
1350	Bellview Academy	2	3	2						6	13			2	10			1	7
1351	Sugar Grove Seminary	10	15	0	0	0	0	2	3	25	35	18	30	25	35	10	15	20	35
1352	Redstone Academy	15	13	3	0	0	16	9	21	15	20	5	3	2	0	2	0	2	7
1353	Ward Academy	0	0	0	0	0	1	1	6	3	4	0	0	0	5	0	5		
1354	Trinity Hall	11	0	1	0	0	0	6	0	8	0	4		0	0	0	0	7	0
1355	Waterford Academy	40	25	10	2			8	8	60	50	20	30	50	50	45	47	100	75
1356	Darlington Seminary for Young Ladies	0	12	0	0	0	13	0	13	0	40	0	5	0	20	0	20	0	30
1357	The Hamilton School	40	0	22	0	1	0	7	0	25	0	12	0	12	0	0	0	10	0
1358	West Sunbury Academy	30	29	16	4			8	19	25	20	11	11	4	7	7	4	8	7
1359	Boarding School	44	36	3	1	0	0	25	35			12		16	16	40	25	31	33
1360	Harry Hillman Academy	44	0	8	0	0	0	34	0	21	0	12	0	16	0	11	0		
1361	Classical Institute	0	10			0	5	0	10	0	10	0	2					0	12

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	PENNSYLVANIA—continued.																		
1362	Dickinson Seminary	66	23	16	1	1	6	21	23	58	17	36	8	21	13	17	9	29	18
1363	Chelton Hills School	3	8	......	......	6	25	10	25	0	10	2	11	0	10	......	......	12	33
	RHODE ISLAND.																		
1364	Select School	8	7	......	......	......	......	......	......	8	7	......	......	8	7	......	......	8	7
1365	Academy of the Sacred Heart	0	53	......	......	0	62	0	5	0	15	0	15	0	22	0	9	0	62
1366	High School	3	18	0	0	0	0	0	2	12	20	10	14	0	14	0	0	0	9
1367	English and Classical School	45	0	30	0	15	0	3	0	50	0	35	0	25	0	15	0	24	0
1368	La Salle Academy	75	0	30	0	75	0	75	0	150	0	75	0	......	......	......	......	210	0
	SOUTH CAROLINA.																		
1369	Home School	7	19	......	......	0	12	......	......	10	23	......	......	......	......	......	......	10	23
1370	Patrick Military Institute	56	0	10	0	14	0	......	......	63	0	25	0	18	0	15	0	24	0
1371	High School	7	6	......	......	......	2	......	......	9	6	4	8	......	......	......	......	8	6
1372	Academy of Our Lady of Mercy	......	......	......	......	0	20	......	......	0	50	0	30	0	30	0	20	0	50
1373	Female Seminary	0	45	0	0	0	80	0	40	0	40	0	20	0	25	0	40	0	60
1374	Avery Normal Institute	7	10	0	0	0	0	0	0	15	28	10	13	8	6	8	6	8	6
1375	German School	......	......	......	......	......	......	21	17	21	17	......	......	......	......	......	......	21	17
1376	High School of Charleston, S. C	125	0	20	0	95	0	30	0	65	0	40	0	40	0	......	......	40	0
1377	Porter Academy	34	0	4	0	40	0	15	0	75	0	40	0	75	0	75	0	130	0
1378	Mrs. I. Smith's Private School	0	4	0	0	0	50	0	26	0	40	0	20	0	20	0	16	0	40
1379	University School	26	0	6	0	25	0	14	0	20	0	4	0	0	0	0	0	......	......
1380	Wallingford Academy	4	12	0	0	......	......	......	......	4	12	4	12	4	12	......	......	4	12
1381	Chesterfield Academy	5	2	0	0	......	......	......	......	6	5	......	......	......	......	......	......	5	6
1382	Preparatory Department Presbyterian College of South Carolina.	17	11	......	......	......	......	......	......	18	13	......	......	......	......	......	......	18	13
1383	Thornwell Orphanage School	16	18	0	0	8	10	......	......	8	10	4	......	2	6	2	6	16	18
1384	Hebron Academy	5	6	0	0	......	......	......	......	4	6	......	......	......	......	......	......	12	17
1385	Conference School	5	7	0	0	0	0	0	0	5	6	0	0	0	0	0	0	5	7
1386	Benedict College	82	20	......	......	......	......	......	......	32	20	......	......	......	......	......	......	......	......
1387	High School	1	5	......	......	......	......	......	......	1	8	......	......	......	......	......	......	3	5

1388	High School	3								3	4			2	3			3	4
1389	Harlin City Institute	2	3	1			1			4	6					4	6	47	58
1390	High School	4	1				1				1			2				5	
1391	The Penn Normal and Industrial School	24	12							24	12			6	0			24	12
1392	Male and Female Seminary	4	4							4	4							5	5
1393	High School	10	8							16	9	1	3					8	6
1394	High School	30	20	7	0					26	.24	3	3						
1395	Jordan Academy	1	1							7	3								
1396	Franklin Institute	7	18	0	0	0	4	0	0	6	15	0	0	1	3	0	0	0	3
1397	English and Classical Institute	20	8	9	0	0	7	0	0	20	10	8	4	8	4			15	10
1398	Graded School	5	8	0	0	0	0	0	1	18	28	0	0	12	10	0	0	0	0
1399	High School	4	2							4	2							4	2
1400	Collegiate Institute	5	5							5	7			1	4			4	5
1401	High School	20	15	3						20	15	4	2	10	9			15	12
1402	Pine Ridge Academy	1	4	0	1			0	1	1	4	0	1	1	4			0	1
1403	Female College	0	15	0	1	0	0	0	0	0	10	0	0	0	5	0	0	0	15
1404	Male High School	15	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0	10	0
1405	Santuck Academy	2	4											1	4			17	21
1406	High School	16	0	1	0	7	0	8	0	13	0	4	0					11	0
1407	Sumter Institute	0	12			0	8			0	42	0	22	0	20	0	22	0	20
1408	Bethel Male and Female High School	2	0							6	0							15	2
	SOUTH DAKOTA.																		
1409	Augustana College	17	0	7	0	0	0	7	0	8	6	4	4	7	4	0	0	6	5
1410	Scotland Academy	5	6					2	2	6	10	2						1	7
1411	All Saints School	0	15	0	1	0	7	0	13	0	20	0	11						
1412	Sioux Falls University	23	14	7	4			6	4	20	14	8	5	18	13	6	3	14	8
1413	Academy of the Sacred Heart									8	7							0	10
	TENNESSEE.																		
1414	Big Valley Academy	7	3	0	0	0	0	0	0	15	8	2	0	13	9	0	0	0	0
1415	Beech Grove College	9	2	1	0	0	0	0	0	17	11	5	6	7	9	0	0	13	2
1416	Academy and Business College									6	1	7	2	7	2			4	3
1417	Kingsley Seminary	8	0	3	0			0	0	7	0	0	0	4	3	0	0	0	0
1418	Bloomington College	6	3	0	0	0	0	0	0	12	9	4	0	8	3	4	0	14	8
1419	Holly Spring College	12	3	4		3				7	5	3	1	8	3	2	0	3	3
1420	Hoyle Institute	0	2	1	0					5	4	1	1	1					
1421	Geneva Academy	18	4	1				4	3	8	4	6		2		1		2	
1422	Onward Seminary	2	0	0	0					10	15	3	0	8	0	0	0	4	3
1423	High School	3	4							8	3								
1424	Chapel Hill Academy	10	5			5	5			15	20	8	7	7	5			4	2
1425	High School									14	1	2		5					
1426	Caulkins School for Boys and Girls	27	7	5	0					16	6	7	1	5	1			5	3
1427	College for Young Ladies	0	43	0	1	0	6	0	30	0	30	0	3	0	6			0	20
1428	Church Hill Academy	8	7	5	0	0	0	0	0	15	10	2	2	2	4	0	0	0	0
1429	Clarkville Female Academy	0	31	0	1	0	10	[illegible]	2	0	18	0	12	0	23	0	12	0	10
1430	Fairview Academy	7	5							16	11								
1431	Flint Spring Academy									26	14								
1432	Centenary Female College	0	75	0	1	0	15	0	12	0	75	0	20	0	18	0	13	0	25
1433	High School	5	5	0	0	3	15	5	12	5	5			4	3				

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	TENNESSEE—continued.																		
1434	The Columbia Female Institute	0	13	0	6	0	27	......	......	0	26	0	22	0	56	0	31	0	14
1435	University School	15	0	......	......	......	......	......	......	18	0	......	......	......	......	......	......	6	0
1436	Byar's Private School	6	1	4	......	3	1	0	0	3	1	3	1	......	......	10	1	......	......
1437	Tipton Female Seminary	0	10	0	0	0	0	0	0	0	11	0	12	0	13	0	5	0	30
1438	Culleoka Academy	2	5	......	......	......	......	......	......	5	4	4	4	......	......	......	......	4	4
1439	Chattanooga District High School	16	12	13	1	......	......	......	......	18	19	6	3	0	14	......	......	5	9
1440	High School	4	......	0	0	0	0	0	0	7	4	3	0	0	0	0	0	8	7
1441	Academy and Business Institute	13	14	......	......	......	......	......	......	4	12	3	0	4	11	......	......	......	......
1442	High School	10	13	3	1	......	......	......	......	15	9	7	3	8	5	9	3	5	3
1443	Houston College	5	3	......	......	......	......	......	......	7	3	......	......	4	......	......	......	3	2
1444	Tulogahler College	......	......	......	......	......	......	......	......	8	3	......	......	3	......	......	......	10	8
1445	Collegiate Institute	12	16	0	1	......	......	......	......	24	33	9	10	0	0	0	0	22	30
1446	Franklin Academy	8	3	1	0	0	0	0	0	15	6	0	0	5	4	0	0	22	2
1447	Wall & Mooney's School	93	6	50	4	......	......	15	......	75	6	35	4	25	4	......	......	......	......
1448	Masonic Institute	5	5	......	......	......	......	......	......	15	10	6	3	8	6	0	0	2	0
1449	Gordonsville Academy	7	8	0	0	0	0	0	0	10	7	4	2	5	8	7	1	......	......
1450	Normal Institute	......	......	......	......	......	......	......	......	12	13	......	......	......	......	1	......	......	......
1451	Franklin Institute	1	4	......	......	......	......	0	2	7	8	7	2	......	......	......	......	......	......
1452	Central Tennessee Normal School	4	1	......	......	......	......	......	......	2	2	......	......	......	......	......	......	1	3
1453	High School	5	4	......	......	......	......	......	......	10	5	1	1	3	4	2	3	6	5
1454	Masonic Institute	20	4	......	......	4	2	......	......	35	20	20	5	......	......	5	......	......	......
1455	Scott County School	2	5	......	......	......	......	0	0	3	6	......	......	2	6	......	......	......	......
1456	Jackson District High School	15	9	2	1	2	1	......	......	30	35	12	8	15	18	12	13	4	3
1457	Independent Normal	2	2	2	2	......	......	......	......	30	25	4	2	4	2	4	2	2	0
1458	Howell Academy	6	8	1	0	......	......	......	......	7	4	2	0	......	......	......	......	7	0
1459	Irving College	11	20	......	......	......	......	1	7	11	20	......	......	......	......	......	......	......	......
1460	Miss Ogden's School	0	25	0	1	7	27	0	0	0	21	0	1	0	1	0	0	0	8
1461	University School of Knoxville	30	0	5	0	......	......	......	......	8	0	......	......	......	......	......	......	......	......
1462	Blackwater Seminary	6	2	......	......	......	......	......	......	10	4	......	......	......	......	......	......	7	8
1463	Lexington Academy	7	12	2	......	3	......	4	8	20	25	10	2	10	10	5	5	10	12
1464	Lewisburg Institute	18	20	2	2	4	6	......	......	40	35	15	12	18	20	4	6	10	15
1465	High School	2	1	......	......	......	......	......	......	6	2	2	......	3	2	......	......	......	......

1466	McTyeire Institute	17	3	6	1			0	0	20	4	6	2						
1467	McFerrin College	2	8	1	0	0	0			12	14	4	6	5	2	2	1	6	3
1468	Southern Normal College	1						0	15	34	32	3		20	16				
1469	Clara Conway Institute	0	35	0	6	0	20	8	0	0	72	0	45	0	60	0	26	0	75
1470	Memphis Institute	60	0	12	0	2	0	0	2	48	0	12	0	20	0				
1471	St. Agnes Female Academy	0	0	0	0	0	6			0	17	0	2	0	40				
1472	St. Mary's School	0	20			0	20	0	3		30	0	25	0	10	0	8	0	100
1473	Fairmount College	0	6			0	12			0	4	0	2	0	5	0	6	0	18
1474	Mountain City Seminary	0	2							3	3			1	1			4	5
1475	South Central Tennessee Normal School	4								11	5	6	3						
1476	Boscobel Female College	0	30	0	5	0	6	0	5	0	31	0	8	0	9				
1477	Mrs. M. E. Clark's Select School for Young Ladies	0	7	0	2	0	24	0	14							0	8	0	30
1478	Montgomery Bell Academy	35	0	8	0	0	0	10	0	39	0	20	0	12	0	7	0	39	0
1479	St. Cecilia Academy	0	15			0	0	0	3	0	15	0	5	0	20	0	11	0	12
1480	Alpine Institute	24	6	10	1					25	15	7	0	18	7	8	0	10	0
1481	New Middleton Academy	5	3							3	0	2	0	1	0			15	10
1482	Normal Academy	4	2							15	8	4	2	6	3	1	0	10	12
1483	Hatchie Academy	4	4			2	3			3	3	2	3	4	2			3	1
1484	Salem Academy	8	6							15	7	8	6	15	5			20	15
1485	Seven Islands Academy	5	7	0	0	2	1			11	15	4	2	0	1	0	1	5	4
1486	Male and Female Select High School	16	20	0	0	0	4	5	7	12	13	0	6	0	0	0	0	6	8
1487	High School	2	0							8	6	1	0						
1488	Paulett Academy	6	2							6	2	1	3	6	3	1	0	15	10
1489	Prospect Academy	20	22	8	3	0	0	0	0	25	20	8	4	16	14	0	0	15	6
1490	Halston Valley Academy	8	7							10	4	4	0					10	8
1491	Raccoon Valley Academy	3	0							7	0	3	0					7	0
1492	High School	3	3	0	0	0	0	0	0	31	12	10	6	4	0	0	0	8	2
1493	Lauderdale Institute	5	8									2	1	4	20	2	2		
1494	Lewis High School	3	6							3	4	1	1						
1495	McMinn Academy	10	0							6	0							9	0
1496	St. Clair Academy	3	1							5	1	1	0						
1497	Santa Fe College	12	8	8	1	0	0	0	0	20	12	5	3	4	3	4	3	13	11
1498	Pure Fountain College	2	4	0	0	0	0	0	0	15	25	5	4	10	14				
1499	McKinney High School	3	1							12	8	1	0	3	0				
1500	Female Institute	0	10			0	7	0	0	23	27	0	16	0	8	0	10	0	24
1501	Sweetwater College	15	0	10	0					30	0	6	0	15	0			75	0
1502	Tazewell College	0	4	0	0	0	0	0	0	8	7	0	0	3	1	0	0	4	2
1503	Male and Female Academy	4	1							2	0	4	0					15	7
1504	Laneview Academy	6	2							23	11	8	1					21	17
1505	Normal School	20	10	0	0	0	0	0	0	20	25	6	9	3	4	0	0	6	6
1506	Walling School									2	1							7	6
1507	Roane College	4	3							11	2	2	0	7	2	1	0	19	7
1508	Edwards Academy	2	2							7	3	3	1	4	1				
1509	Williston Academy	12	10	0	0	3	9	8	2	18	7	12	4	17	8	0	0	20	15
	TEXAS.																		
1510	Coöperative Educational Association	1	15							10	15	1	10						
1511	Aurora College	10	10	8	3	0	0	0	0	50	100	50	100	50	100	50	100	50	100
1512	Hood Seminary	0	5	0	0	0	5	0	2	0	12	0	7	0	16	0	3	0	8
1513	Tilloston Institute	4	0	0	0	0	0	0	0	17	12	3	0	3	0	0	0	2	1
1514	The Bonham Lyceum	9	4			2	2	8	2	16	14	8	6	7	5	4	3	8	7

	Name of school.	Students pursuing— Latin. Male.	Latin. Female.	Greek. Male.	Greek. Female.	French. Male.	French. Female.	German. Male.	German. Female.	Algebra. Male.	Algebra. Female.	Geometry. Male.	Geometry. Female.	Physics. Male.	Physics. Female.	Chemistry. Male.	Chemistry. Female.	General history. Male.	General history. Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	TEXAS—continued.																		
1515	Carlton College	0	0	0	0	0	0	0	2	0	21	0	18	0	20	0	4	0	12
1516	Masonic Female Institute	0	34	0	4	0	8	0	3	0	17	0	14	0	22	0	12	0	23
1517	Incarnate Word Academy					0	20			0	22	0	6	0	12	0	6	0	1
1518	Panola Male and Female College	5	7							20	22	12	8	12	8	12	8	12	8
1519	Male and Female Institute	19	12							26	27	30	22	22	32			24	30
1520	Comanche College	69	73	23	7					69	73	69	73	69	73	49	32	69	73
1521	Commerce College	5	6							20	30	20	30	20	30				
1522	East Texas Normal College	38	27	3				7	28	76	62	51	25	37	42	11	1	17	9
1523	Female College	0	50	0	0	0	50	0	0	0	50	0	50	0	50	0	50	0	50
1524	Academy of Our Lady of the Sacred Heart	0	17							0	11			0	11	0	11	0	45
1525	Cuero Institute	15	12	5	0	3	2	28	36	25	16	15	10	18	22	6	2	5	16
1526	Divine Academy									9	17		2					14	13
1527	High School	6	3							8	6	6	4	1	2			6	3
1528	Literary and Scientific Institute	3	3							5	5	2	3	0	3			3	3
1529	Bickler Academy	12	5					12	5	14	5	19	5						
1530	Ursuline Convent	0	12			0	8	0	12	0	35	0	5	0	35	0	35	0	35
1531	Select School	10	5							15	10	5	5	15	10			10	5
1532	Hearne Academy	2	1							3		1	1	4	3			11	18
1533	Fairlie Academy	4	5							8	6	8	6	10	7			15	10
1534	Alexandria Institute	10	9					1	7	20	15	12	13	15	15	2	8		
1535	Camp-Wood Academy	2	1							3	5	4	2	5	4			5	4
1536	New Malakoff School	2	8							41	35	33	7	37	39	2	13	1	1
1537	Bishop College	6	2	1						18	4	6	2					13	7
1538	Rock Hill Institute	10	6	1						20	10	5	9	10	7	5		8	
1539	Moulton Institute	9	8					7	5	12	11	6	5	9	5	4	8	15	12
1540	Central Academy	12	4	0	0	12	8	0	0	12	6	12	5	7	8	0	0	7	4
1541	Summer Hill Institute	19	8	0	0	0	0	0	0	30	19	14	12	41	22	4	2	6	3
1542	North Texas University	4	2	1	0	2	4			8	8	9	10	5	4				
1543	Llano Estacado Male and Female Institute	7	6	0	0	12	2	2	8	19	6	17	6	10	4	0	0	20	15
1544	Quannah College	0	20	0	5					0	30	0	5	0	14	0	5	0	10
1545	Graded School									4	8	2	0	6	4			4	2
1546	Masonic Institute	8	13	0	0	0	4	0	0	19	36	8	7	8	8	5	8	4	7
1547	German-English School							14	19	14	19	14	19	14	19			14	19

1548	St. Mary's College	......	......	......	......	......	......	32	0	32	0	12	0	12	0	12	0	12	0
1549	San Antonio Academy	15	0	5	0	......	......	2	0	14	0	6	0	8	0	......	......	20	0
1550	Ursuline Academy	......	......	......	......	0	15	0	20	0	35	0	6	0	25	0	25	0	60
1551	Coronal Institute	30	40	0	0	0	0	0	0	100	150	25	30	40	60	10	12	40	50
1552	Savoy College	3	9	2	4	0	4	0	0	9	18	9	18	4	6	1	3	3	4
1553	Montgomery Institute	0	15	......	......	......	......	......	......	0	12	0	4	0	6	......	......	......	......
1554	North Texas Female College	0	26	0	1	0	5	0	5	0	44	0	38	0	39	0	23	0	61
1555	Private School	15	3	0	0	0	3	0	0	37	10	8	2	30	5	0	0	7	2
1556	Sherman Institute	0	45	......	......	0	6	0	3	0	35	0	30	0	20	0	22	0	25
1557	Male and Female Institute	25	6	7	1	0	5	7	1	35	22	28	17	23	18	5	0	35	30
1558	Sunset College	6	10	......	......	......	......	......	......	25	30	7	9	25	30	8	3	20	25
1559	High School	......	......	......	......	......	......	......	......	6	7	5	3	5	4	......	......	5	6
1560	Columbia College	10	12	5	0	0	4	6	3	70	50	20	16	22	18	6	2	20	14
1561	Jones School	2	5	0	0	0	0	0	0	3	10	2	7	2	7	......	......	......	......
1562	Nazareth Academy	......	......	......	......	0	2	0	34	0	30	0	6	0	14	......	......	0	34
1563	St. Joseph's College and Diocesan **Academy**	4	0	......	......	......	......	20	0	12	0	3	0	14	0	2	0	40	0
1564	Central College	4	3	......	......	......	......	......	......	14	10	2	3	14	10	......	......	......	......
1565	Weatherford College	20	15	15	12	......	......	3	2	75	39	14	8	13	12	3	5	9	11
1566	Grayson College	23	11	11	5	0	0	7	0	201	0	37	16	41	23	43	17	66	21
1567	Seminary and Normal School	5	9	......	......	......	......	......	......	20	20	6	10	6	10	......	......	......	......
1568	Male and Female College	12	15	2	2	......	......	......	......	20	30	15	20	8	12	......	......	5	0
1569	High School	2	2	......	......	......	......	......	......	12	3	1	1	8	3	......	......	0	2
	UTAH.																		
1570	Willard Academy	3	3	......	......	......	......	......	......	4	3	......	......	......	......	......	......	......	......
1571	Willard Stake Academy	4	3	......	......	......	......	2	0	9	2	......	......	......	......	......	......	2	1
1572	Brigham Young College	5	0	0	0	0	1	5	3	10	0	5	0	5	3	4	......	50	50
1573	New Jersey Academy	1	9	......	......	......	......	......	......	3	9	......	......	......	......	......	......	1	6
1574	Stake Academy	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	14	16
1575	Wasatch Academy	0	3	0	0	0	0	0	0	5	10	0	0	0	0	0	0	5	10
1576	Military Academy	41	0	4	0	......	......	23	0	29	0	18	0	18	0	29	0	29	0
1577	Ogden Academy	5	3	0	1	2	0	......	......	6	5	3	1	3	3	3	2	4	8
1578	Park Academy	2	3	0	0	0	0	3	2	15	17	2	3	0	3	0	0	0	2
1579	Brigham Young Academy	1	6	......	......	8	5	20	8	4	35	0	26	0	7	0	3	21	39
1580	Proctor Academy	12	4	1	0	0	5	0	6	2	8	2	1	2	6	......	......	1	2
1581	All Hallows College	12	0	1	0	1	0	10	0	7	0	6	0	......	......	......	......	45	0
1582	Latter-Day Saints College	2	1	......	......	......	......	12	8	15	12	21	11	6	3	5	0	6	6
1583	Rowland Hall	0	20	0	0	0	12	0	7	0	25	0	4	0	6	0	6	0	15
1584	Saint Mark's School	3	3	......	......	......	......	......	......	2	2	5	5	......	......	......	......	2	2
1585	St. Lake Academy	9	11	1	0	......	......	8	6	14	10	8	8	2	4	2	4	30	20
1586	The Salt Lake Collegiate Institute	11	10	3	0	......	......	2	9	5	10	2	1	3	2	7	3	8	17
	VERMONT.																		
1587	**Goddard Seminary**	30	8	10	2	10	16	8	10	18	12	14	13	23	12	10	8	13	10
1588	**Brudford Academy**	9	23	5	2	0	4	......	......	20	25	15	20	15	15	15	15	10	10
1589	**The Bishop Hopkins Hall**	0	12	0	2	0	18	0	21	0	10	0	7	0	2	......	......	0	8
1590	**Vermont Episcopal Institute**	16	0	5	0	8	0	3	0	12	0	4	0	8	0	3	0	9	0
1591	**Chelsea Academy**	6	10	1	0	2	0	0	0	13	14	2	1	0	0	0	0	0	0
1592	**New Hampton Institution**	0	0	0	0	0	0	0	0	10	17	1	1	0	2	0	0	0	0
1593	**Lyndon Institute**	19	19	5	5	10	10	2	2	18	18	15	15	12	13	3	3	13	12

TABLE 7.—*Statistics of endowed academies, seminaries, and other private secondary schools*—PART II—Continued.

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	VERMONT—continued.																		
1594	Burr and Burton Seminary	18	10	7	2	5	2	2	6	10	20	4	5	11	3	9	3	5	2
1595	Vermont Methodist Seminary	38	45	23	5	8	20	6	5	23	42	21	19	15	9	8	7	39	47
1596	Seminary and Ladies' Institute	3	8	----	----	8	10	----	----	10	16	15	4	4	2	4	2	6	2
1597	Beeman Academy	10	10	1	0	----	----	----	----	12	8	2	2	3	1	4	0	0	0
1598	Caledonia County Grammar School	17	20	5	2	----	----	----	----	15	17	4	3	5	4	----	----	6	5
1599	Troy Conference Academy	53	18	27	2	----	10	10	17	44	20	20	7	10	4	7	5	16	6
1600	Royalton Academy	1	3	0	0	0	5	1	9	1	3	0	0	0	0	0	0	0	0
1601	English and Classical Institute	15	2	4	1	0	0	2	1	5	7	3	1	7	2	4	2	15	5
1602	St. Johnsburg Academy	80	60	34	10	16	20	8	6	50	30	20	24	30	28	12	14	26	28
1603	Vermont Academy	56	54	23	15	7	24	10	6	22	19	25	31	10	8	7	5	23	28
1604	Green Mountain Perkins Academy	5	5	0	0	2	1	0	0	8	5	4	0	9	3	0	0	0	0
1605	Academy and Boarding School	8	6	3	8	----	----	----	----	20	16	4	8	8	7	7	7	8	5
1606	Leland and Gray Seminary	7	11	----	----	----	----	----	----	6	18	0	2	1	0	3	4	0	3
1607	Green Mountain Seminary	----	----	----	----	----	----	----	----	27	35	----	----	----	----	----	----	----	----
1608	Glenwood Classical Seminary	21	14	6	2	1	5	1	6	35	28	12	7	16	10	6	4	31	27
	VIRGINIA.																		
1609	Abingdon Academy	19	0	0	0	11	0	0	0	18	0	18	0	21	0	0	0	21	0
1610	Academy of the Visitation	----	----	----	----	0	10	0	1	0	7	0	7	----	----	0	8	----	----
1611	Potomac Academy	26	0	8	0	5	0	5	0	19	0	13	0	----	----	39	0	----	----
1612	St. John's Academy	19	0	2	0	1	0	0	0	19	0	13	0	11	0	30	0	80	0
1613	St. Mary's Academy	----	----	----	----	----	----	----	----	0	5	0	1	0	8	0	7	0	10
1614	Seven Islands School	11	0	3	0	4	0	4	0	9	0	9	0	----	----	1	0	4	0
1615	Randolph-Macon Academy	100	0	3	0	10	0	18	0	105	0	65	0	70	0	3	0	12	0
1616	High School	50	0	11	0	25	0	18	0	46	0	28	0	8	0	0	0	----	----
1617	Miss B. P. Carnes' School	0	4	----	----	0	1	----	----	0	3	----	----	0	10	----	----	0	25
1618	Bethel Classical and Military Academy	33	0	6	0	12	0	16	0	26	0	26	0	12	0	8	0	4	0
1619	Chesapeake Academy	10	15	2	0	4	3	10	7	11	18	4	5	5	7	6	8	----	----
1620	University School	46	0	10	0	22	0	14	0	51	0	26	0	----	----	----	----	28	0
1621	Female Institute	2	8	----	----	0	1	0	4	2	0	----	----	0	4	0	4	4	12
1622	Keswick School	21	0	6	0	22	0	12	0	33	0	18	0	18	0	0	0	15	0
1623	Rivanna Home School	7	0	1	0	----	----	----	----	5	0	1	0	4	0	1	0	12	0

1624	High School	2	2	0	0	0	0	0	0	4	1	1	0	5	4	0	0	10	9
1625	Military Institute	35	0	6	0	20	0	7	0	30	0	16	0	18	0	......	......	15	0
1626	Elk Creek Academy	32	9	20	0	9	16	12	4	22	16	18	12	22	10	16	8	14	16
1627	Female Institute	0	10	......	......	0	8	......	......	0	11	0	3	0	2	......	......	0	12
1628	Oxford Academy	18	12	......	......	0	7	......	......	15	15	0	3	3	0	......	......	15	20
1629	Augusta Military Academy	34	0	0	0	21	0	18	0	46	0	16	0	8	0	8	0	4	0
1630	Franklin Academy	11	0	0	0	5	0	0	0	15	0	4	0	13	0	2	0	7	0
1631	Greenwood School	13	0	3	0	8	0	0	0	11	0	3	0	0	0	0	0	0	0
1632	Classical Normal School	10	8	1	0	12	14	......	......	16	14	10	8	6	4	......	......	12	16
1633	Mountain View Normal School	2	0	......	......	......	......	......	......	20	15	......	......	......	......	......	......	......	......
1634	"Broad Oak" School	2	3	......	......	0	2	......	......	0	2	......	......	......	......	2	4	5	9
1635	Brunswick Preparatory School	4	0	0	0	......	......	......	......	7	0	3	0	9	0	......	......	9	0
1636	Curry College	6	1	......	......	......	......	......	......	19	10	......	......	......	......	......	......	......	......
1637	Female Institute	0	28	0	24	0	0	0	4	0	9	0	5	0	12	0	8	0	0
1638	Female Academy	0	10	0	0	0	6	0	8	0	10	0	2	0	8	0	4	0	18
1639	High School	18	0	1	0	0	0	0	0	21	0	3	0	25	0	0	0	20	0
1640	do	37	0	37	0	......	......	......	......	37	0	......	......	......	......	......	......	37	0
1641	Clay Hill Academy	14	0	2	0	0	0	0	0	6	0	4	0	......	......	......	......	......	......
1642	Polytechnic Institute	8	3	1	0	......	......	3	0	10	4	2	0	10	0	0	0	15	0
1643	Norfolk Academy	84	0	11	0	25	0	20	0	77	0	14	0	69	0	......	......	14	0
1644	Norfolk Mission College	21	24	......	......	......	......	......	......	8	14	5	6	7	5	0	0	8	7
1645	Onancock Academy	37	25	9	0	18	26	18	14	24	19	12	5	15	4	15	5	0	0
1646	Pearisburg Academy	3	6	1	0	0	6	0	0	7	12	2	1	8	8	0	0	0	0
1647	St. Paul's Female School	0	19	......	......	0	9	0	5	0	12	0	7	......	......	0	10	0	0
1648	School for Girls	0	15	0	0	0	20	0	0	0	17	0	2	0	0	0	0	0	0
1649	Franklin Street School	35	0	......	......	10	0	......	......	25	0	10	0	15	0	......	......	47	0
1650	Hartshorn Memorial College	0	81	......	......	......	......	......	......	0	81	......	......	......	......	......	......	0	81
1651	McGuire's School	85	0	20	0	15	0	15	0	80	0	25	0	20	0	15	0	30	0
1652	Merrill Female School	0	5	......	......	0	14	0	8	0	10	0	6	0	4	0	0	0	0
1653	Kleinberg Female Seminary	0	16	0	0	0	19	0	8	0	12	0	8	......	......	0	1	0	26
1654	Reid's Normal School	......	......	......	......	......	......	......	......	42	45	......	......	8	2	......	......	5	3
1655	Female Institute	5	10	......	......	8	7	0	0	5	10	0	0	8	8	0	0	1	0
1656	Augusta Female Seminary	0	80	......	......	0	80	0	20	0	102	0	26	0	87	......	......	0	90
1657	Military Academy	70	0	5	0	......	......	25	0	68	0	30	0	5	0	1	0	35	0
1658	Collegiate Institute	12	5	3	0	......	......	......	......	18	11	9	4	15	12	......	......	9	8
1659	Female Institute	0	35	0	0	0	15	0	10	0	30	0	5	0	30	0	10	0	20
1660	Military Academy	30	0	0	0	0	0	2	0	15	0	10	0	6	0	0	0	12	0
1661	Nansemond Seminary	2	40	......	......	0	35	......	......	0	80	0	2	0	20	......	......	0	20
1662	Ryland Institute	0	28	......	......	0	21	0	13	0	35	0	4	0	16	0	16	0	15
1663	Female Seminary	0	10	0	0	0	5	0	5	0	20	0	8	0	15	0	10	0	20
1664	Furcron's Male School	10	0	0	0	5	0	0	0	9	0	5	0	3	0	0	0	0	0
1665	Fauquier Female Institute	0	12	0	0	0	15	0	5	0	15	0	16	0	12	0	5	0	25
1666	Fishburne School	52	0	5	0	11	0	5	0	36	0	9	0	......	......	10	0	15	0
1667	Valley Seminary	0	48	0	0	0	21	0	9	0	30	0	5	0	9	0	9	0	9
1668	Shenandoah Valley Academy	30	0	10	0	6	0	12	0	19	0	16	0	8	0	6	0	13	0
1669	Riverview Seminary	6	0	1	0	......	......	......	......	7	0	1	0	......	......	......	......	33	10
1670	Trinity Hall Female College	0	15	......	......	0	16	0	18	0	35	0	10	0	47	0	13	0	30
1671	**Wytheville Seminary**	0	10	......	......	......	21	0	3	0	12	0	6	......	......	......	......	0	23
	WASHINGTON.																		
1672	**Grace Seminary**	7	7	......	......	......	......	......	......	6	15	......	......	......	......	......	1	......	......
1673	**Puget Sound Academy**	3	3	......	1	......	......	......	......	3	8	2	2	4	2	......	......	2	2

	Name of school.	Students pursuing—																	
		Latin.		Greek.		French.		German.		Algebra.		Geometry.		Physics.		Chemistry.		General history.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	2	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	WASHINGTON—continued.																		
1674	Ellensburg Academy	4	4	......	......	......	......	8	4	3	7	2	1	......	......	......	......	10	7
1675	Kelso Academy	1	1	......	......	......	......	......	......	1	3	1	0	......	1	......	......	5	7
1676	Military Academy	4	3	0	0	0	0	0	0	19	10	1	......	1	4	......	......	......	......
1677	Chehalis Valley Academy	3	2	0	0	0	0	0	0	3	2	0	0	......	......	......	......	9	5
1678	St. Joseph's Academy	......	......	......	......	......	......	......	......	4	0	......	......	......	......	......	......	5	25
1679	Collegiate Institute	18	11	2	1	......	......	......	......	4	5	2	1	5	4	......	......	12	14
1680	Academy of the Holy Names	0	5	0	0	0	24	0	28	0	30	0	10	0	32	0	32	0	68
1681	Cortland Academy	......	......	......	......	......	......	......	......	4	2	......	......	......	......	......	......	17	6
1682	Gonzaga College	45	0	30	0	15	0	12	0	16	0	16	0	8	0	8	0	29	0
1683	Presbyterian Female Seminary	0	6	0	0	0	0	0	3	0	15	0	0	0	0	0	0	0	6
1684	Spokane College	22	6	7	0	2	4	10	14	24	9	18	7	6	12	7	11	45	70
1685	Annie Wright Seminary	0	27	......	......	0	45	0	30	0	30	0	13	0	15	0	14	......	......
1686	Tacoma Academy	15	6	3	......	......	......	6	1	......	......	4	1	4	......	2	......	15	6
1687	Washington College	28	0	5	0	0	0	21	0	27	0	14	0	14	0	7	0	9	0
1688	The Waitsburg Academy	12	16	......	......	......	......	......	......	10	16	8	8	7	4	......	......	......	......
1689	St. Patrick's Academy	......	......	......	......	......	......	......	......	6	0	6	0	6	0	......	......	6	0
	WEST VIRGINIA.																		
1690	Academy of the Visitation	......	......	......	......	......	......	......	......	0	12	......	......	0	4	0	4	0	60
1691	Salem College	16	8	11	5	0	2	4	8	9	6	5	3	8	2	......	......	8	10
	WISCONSIN.																		
1692	Academy and Normal Institute	6	2	0	0	0	0	5	2	4	3	0	0	4	2	0	0	0	0
1693	Wayland University	37	26	13	2	3	3	8	11	11	13	8	4	2	10	8	7	14	10
1694	Evansville Seminary	7	5	2	0	0	0	7	8	18	10	7	6	5	0	......	......	7	8
1695	University School	25	0	5	0	2	0	11	0	10	0	6	0	8	0	0	0	10	0
1696	St. Regina Academy	......	......	......	......	......	......	0	5	0	5	......	......	......	......	0	5	0	7
1697	Wisconsin Academy	14	11	2	0	1	4	......	......	11	8	10	5	5	8	......	......	9	13
1698	Academy of Lourdes	......	......	......	......	......	......	5	12	10	14	10	14	10	14	0	0	10	14
1699	Cathedral Institute	8	2	......	......	......	......	......	......	1	0	0	2	......	......	......	......	0	2
1700	Concordia College	182	0	74	0	25	0	182	0	74	0	74	0	24	0	24	0	183	0

1701	German English Academy	......	......	......	......	......	......	25	19	......	......	7	5	25	19	......	......	25	19
1702	Milwaukee Academy	29	0	5	0	4	0	11	0	26	0	7	0	13	0	0	0	0	0
1703	St. Lawrence College	63	0	40	0	20	0	98	0	29	0	23	0	24	0	0	0	44	0
1704	St. Mary's Institute	......	......	......	......	0	5	0	10	0	15	0	15	0	15	0	15	0	15
1705	The Home School	0	15	......	......	0	15	0	15	0	15	0	15	0	15	......	......	......	......
1706	Racine Academy	10	6	2	1	2	2	7	2	22	9	7	2	9	1	......	......	1	2
1707	Racine College	38	0	38	0	3	0	10	0	30	0	30	0	30	0	30	0	30	0
1708	St. Catherine's Academy	......	......	......	......	......	......	0	30	0	7	0	2	0	20	......	......	0	15
1709	Rochester Seminary	4	1	0	0	0	0	3	1	11	2	4	1	1	1	0	0	5	1
1710	Catholic Normal School and Pio Novo College	6	0	......	......	......	......	82	0	9	0	8	0	6	0	......	......	11	0
1711	St. Clara Academy	0	15	......	......	0	4	0	12	0	20	0	15	0	18	0	6	0	55
1712	University of Our Lady of the Sacred Heart	30	0	13	0	10	0	22	0	20	0	12	0	6	0	6	0	8	0
1713	Carroll College	14	17	3	0	0	5	9	11	36	18	3	8	2	4	3	1	6	9
	WYOMING.																		
1714	Academy of the Holy Child Jesus	0	15	0	0	0	12	0	0	0	15	0	15	0	0	0	15	0	15

UNIVERSITIES AND COLLEGES.

TABLE 8.—*Statistics of universities and colleges for men only and for both sexes, for 1890-91.*

	Location.	Name of school.	Professors and instructors.								Students.											
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.		Professional departments.		Other departments.		Total number (excluding duplicates)	
			Male.	Female.	Male	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	ALABAMA.																					
1	East Lake	Howard College	1	0	9	0	0	0	10	0	20	0	186	0	0	0	0	0	0	0	206	0
2	Greensboro	Southern University	1	0	10	0	0	0	11	0	22	0	184	0	0	0	0	0	0	0	206	0
3	Lafayette	Lafayette College	0	2	4	1	0	0	5	3	60	100	25	40	0	0	0	0	......	......	85	140
4	Mobile	Spring Hill College	0	0	19	0	0	0	19	0	0	0	135	0	0	0	0	0	0	0	135	0
5	Scottsboro	Scottsboro College and Normal School.	2	3	5	2	0	0	6	7	45	47	56	65	0	0	0	0	......	......	101	112
6	Selma	Selma University	0	4	3	0	1	0	4	4	237	278	6	4	......	......	......	......	......	......	243	282
7	University	University of Alabama	0	0	17	0	3	0	20	0	0	0	186	0	4	0	30	0	0	0	220	0
	ARKANSAS.																					
8	Arkadelphia	Ouachita Baptist College*	2	3	3	3	0	0	3	5	75	75	90	90	......	......	......	......	......	......	165	165
9	Batesville	Arkansas College	2	1	4	0	......	......	5	1	......	......	9	3	......	......	......	......	......	......	97	52
10	Conway	Hendrix College	2	0	5	0	......	......	7	0	88	22	42	6	......	......	......	......	......	......	130	28
11	Little Rock	Little Rock University	0	1	2	2	......	......	5	4	75	50	3	3	......	......	30	0	16	17	124	70
12	......do	Philander Smith College*	0	3	3	1	......	......	6	8	28	0	7	5	......	......	20	0	{ (178) 2	11	(178) 57	16
	CALIFORNIA.																					
13	Berkeley	University of California	0	0	37	0	72	1	99	1	0	0	384	98	20	5	302	9	8	0	658	118
14	College City	Pierce Christian College	2	1	4	2	1	0	6	2	33	17	35	18	0	0	9	0	......	......	68	35
15	College Park	University of the Pacific	5	6	10	1	......	......	17	14	110	90	63	23	0	0	23	0	(78)		{ (78) 173	118
16	Los Angeles	Los Angeles University	0	1	8	4	......	......	8	5	48	85	......	......	......	......	......	......	......	......	48	85
17	......do	St. Vincent's College	4	0	4	0	0	0	8	0	40	0	20	0	......	......	......	......	74	0	184	0

18	Napa	Napa College	3	4	4	1	0	0	7	8	55	48	20	11	3	0	0	0	25	63	103	122
19	Oakland	California College	4	3	7	6	0	0	11	9	48	46	3	3							51	49
20	......do	St. Mary's College	8	0	14	0	0	0	22	0	188	0	91	0	2	0	0	0	0	0	281	0
21	San Francisco	St. Ignatius College	6	0	11	0	0	0	17	0	361	0	197	0	0	0	0	0	0	0	558	0
22	Santa Clara	Santa Clara College	1	0	17	0	0	0	18	0	19	0	127	0	2	0	0	0	0	0	148	0
23	Santa Rosa	Pacific Methodist College	1	0	5	3	0	0	6	3	10	11	16	18							26	29
24	University	University of Southern California.	7	2	8	2	26	1	39	5	99	93	17	8	0	0	34	10	22	53	160	141
25	Woodbridge	San Joaquin Valley College	1	1	3	1	0	0	4	2	30	35	7	8	0	0	0	0	0	0	37	43
26	Woodland	Hesperian College	0	2	2	4	0	0	2	6	13	24	42	27	0	0	0	0	0	0	55	51
	COLORADO.																					
27	Boulder	University of Colorado	8	2	7	1	14	0	19	2	44	54	32	29			12	4	0	0	88	87
28	Colorado Springs	Colorado College	9	2	14	3	0	0	14	3	51	27	25	5	1	0	0	0	0	0	77	32
29	Del Norte	Presbyterian College of the Southwest.	0	2	3	2	1	0	4	2	11	7	5	5			6	0			16	12
30	University Park	University of Denver	6	5	6	5	18	0	59	16	73	55	20	11	2	1	30	0	(583) 68	5	(583) 193	72
	CONNECTICUT.																					
31	Hartford	Trinity College	0	0	20	0	0	0	20	0	0	0	135	0	1	0	0	0	0	0	136	0
32	Middletown	Wesleyan University	0	0	26	0	0	0	26	0	0	0	217	20	10	3	0	0	0	0	227	23
33	New Haven	Yale University	0	0	53	0	62	0	147	0	0	0	832	0	104	0	318	0	387	36	1,609	36
	DELAWARE.																					
34	Newark	Delaware College	0	0	8	0	0	0	8	0	0	0	81	0	0	0	0	0	0	0	81	0
	DISTRICT OF COLUMBIA.																					
35	Washington	Columbian University	10	0	10	0	33	0	45	0	95	0	45	21			468	16	106	5	713	42
36	......do	Georgetown University	17	0	13	0	36	0	66	0	168	0	83	0			377	0	0	0	628	0
37	......do	Howard University	2	0	7	0	29	0	45	7	38	2	21	4			212	2	93	57	364	64
38	......do	National Deaf-Mute College	0	0	7	0	0	0	7	0	0	0	45	9	0	0	0	0	0	0	45	9
	FLORIDA.																					
39	De Land	John B. Stetson University	3	7	4	7	0	0	4	7	75	80	1	1							76	81
40	Leesburg	Florida Conference College	1	1	4	3	0	0	5	4	56	44	23	28	0	0	0	0	0	0	79	72
41	Tallahassee	Seminary West of the Suwannee River.	3	1	3	1	0	0	3	1	23	33	12	9	0	0	0	0	0	0	35	42
42	Winter Park	Rollins College	7	3	7	2	0	0	7	5	78	74	4	4	0	0	0	0	0	0	82	78
	GEORGIA.																					
43	Athens	University of Georgia	0	0	13	0	14	0	27	0	0	0	159	0	3	0	140	0			300	0
44	Atlanta	Atlanta University	2	2	4	0			10	19	49	2	20	0					173	352	242	354
45	Bowdon	Bowdon College			1	1			1	1			48	32							48	32

TABLE 8.—*Statistics of universities and colleges for men only and for both sexes, for 1890-91*—Continued.

	Location.	Name of school.	Professors and instructors.								Students.											
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.		Professional departments.		Other departments.		Total number (excluding duplicates).	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	GEORGIA—continued.																					
46	Gainesville	Gainesville College	0	1	1	4	0	0	1	5	(84)		(75)		......	......	......	......	......	......	95	64
47	Macon	Mercer University	1	0	8	0	4	0	15	0	51	0	194	0	......	......	45	0	31	0	280	0
48	Oxford	Emory College	2	0	13	0	......	......	13	0	82	0	197	0	2	0	......	......	......	......	281	0
49	South Atlanta	Clark University	4	4	3	1	0	0	7	5	20	3	1	0	0	0	0	0	188	244	209	247
	ILLINOIS.																					
50	Abingdon	Hedding College	8	4	8	4	......	......	8	4	70	76	20	20	......	......	......	......	0	1	90	97
51	Bloomington	Illinois Wesleyan University	5	3	7	2	4	0	32	19	129	51	97	47	*a*453	*a*2	43	1	177	350	899	451
52	Bourbonnais Grove	St. Viateur's College	8	0	18	0	2	0	28	0	75	0	100	0	15	0	20	0	5	0	215	0
53	Carlinville	Blackburn University	5	3	6	3	1	0	6	3	47	21	16	15	0	0	0	0	0	14	63	50
✓54	Carthage	Carthage College	9	3	5	1	0	0	9	3	64	66	22	13	7	5	......	......	......	......	93	84
55	Champaign	University of Illinois	2	1	34	2	0	0	36	3	112	20	331	53	1	2	0	0	0	0	444	75
56	Chicago	St. Ignatius College	7	0	9	0	0	0	14	0	227	0	51	0	0	0	0	0	0	0	278	0
57	Elmhurst	Evangelical Proseminary	1	0	6	0	0	0	7	0	11	0	108	0	0	0	0	0	0	0	119	0
58	Eureka	Eureka College	7	1	8	1	2	0	12	5	188	83	75	26	4	1	63	8	......	......	267	110
✓59	Evanston	Northwestern University	10	3	16	1	94	0	117	7	455	216	204	106	......	......	893	15	(71)		(71) 1,552	837
60	Ewing	Ewing College	2	2	2	0	......	......	4	2	88	28	9	1	0	0	0	0	0	7	97	36
61	Fulton	Northern Illinois College*	1	2	3	5	......	......	4	7	20	34	71	118	......	......	......	......	......	......	91	152
62	Galena	German-English College *b*	0	2	3	1	1	0	4	3	45	6	2	4	......	......	16	0	29	23	92	33
63	Galesburg	Knox College	7	6	12	8	......	......	19	9	105	65	122	113	0	0	0	0	0	0	227	178
64	......do	Lombard University	2	8	7	1	4	1	6	3	(26) 21	18	88	28	1	0	12	6	......	......	(26) 72	52
65	Jacksonville	Illinois College	8	0	10	0	0	0	10	0	118	0	55	0	0	0	0	0	0	0	173	0
66	Lake Forest	Lake Forest University	11	12	15	0	65	0	90	12	108	100	64	39	4	1	1,138	3	......	......	1,309	149
67	Lebanon	McKendree College	5	0	5	0	2	0	7	1	52	32	33	15	1	0	84	0	0	27	103	74
68	Lincoln	Lincoln University	4	2	3	1	0	0	4	3	35	23	21	20	2	0	0	0	0	0	58	52

69	Monmouth	Monmouth College	1	2	8	3	0	0	9	4	55	43	98	60	0	1	0	0	15	39	168	143
70	Naperville	Northwestern College	4	2	6	1	4	0	9	4	93	41	36	9	------	------	28	0	54	20	211	70
71	Quincy	Chaddock College	16	4	16	4	5	0	21	4	80	51	20	7	------	------	------	------	10	32	110	90
72	......do	St. Francis Solanus College	6	0	8	0	0	0	14	0	8	0	134	0	9	0	0	0	69	0	220	0
73	Rock Island	Augustana College	13	2	11	0	4	0	23	2	127	29	77	6	6	0	42	0	38	17	290	52
74	Teutopolis	St. Joseph's Diocesan College	1	0	10	0	0	0	11	0	24	0	76	0	0	0	0	0	63	0	163	0
75	Upper Alton	Shurtleff College	4	6	6	0	------	----	10	6	135	67	26	15	*c*13	*d*2	14	0	------	------	188	84
76	Westfield	Westfield College*	2	1	3	1	------	----	4	3	78	45	21	11	------	------	------	------	19	23	118	79
77	Wheaton	Wheaton College	2	3	7	2	------	----	9	6	89	59	26	14	------	------	------	------	8	27	123	100
	INDIANA.																					
78	Bloomington	Indiana University	0	0	26	0	2	0	28	0	0	0	233	116	14	5	25	1	0	0	272	122
79	Crawfordsville	Wabash College	3	0	10	0	0	0	13	0	60	0	145	0	4	0	0	0	0	0	209	0
80	Fort Wayne	Concordia College	------	----	7	0	------	----	7	0	------	----	231	0	------	------	------	------	------	------	231	0
81	......do	Taylor University	3	2	4	2	14	0	21	4	40	45	20	25	------	------	40	5	0	0	100	75
82	Franklin	Franklin College	4	1	7	2	------	----	8	3	72	36	61	44	0	0	0	0	35	25	168	105
83	Greencastle	De Pauw University	11	3	16	2	10	0	47	15	263	86	203	113	8	1	127	11	14	135	615	346
84	Hanover	Hanover College	5	0	12	1	0	0	13	1	37	19	82	26	0	0	0	0	0	0	119	45
85	Hartsville	Hartsville College	1	0	3	0	1	0	8	1	33	19	11	8	0	0	5	0	6	14	54	41
86	Irvington	Butler University	2	1	9	1	0	0	11	2	65	33	75	46	*e*13	*d*2	0	0	0	0	153	81
87	Merom	Union Christian College	3	2	4	3	1	0	8	5	74	36	23	11	0	0	15	6	0	0	112	53
88	Moore's Hill	Moore's Hill College	4	2	5	3	0	0	6	5	21	20	24	18	1	0	0	0	34	46	80	84
89	Notre Dame	University of Notre Dame	20	0	38	0	12	0	70	0	400	0	175	0	6	0	38	0	------	------	619	0
90	Richmond	Earlham College	4	2	8	2	1	0	10	3	34	38	71	52	0	2	14	5	0	0	117	93
91	Ridgeville	Ridgeville College	4	3	4	3	------	----	4	3	(164)		(6)		------	------	------	------	(55)		150	75
92	St. Meinrad	St. Meinrad's College	------	----	14	0	8	0	22	0	39	0	78	0	------	------	45	0	------	------	162	0
	IOWA.																					
93	Cedar Rapids	Coe College	4	3	4	3	------	----	4	3	29	23	33	34	------	------	------	------	------	------	62	57
94	College Springs	Amity College	1	1	4	1	0	0	7	5	60	68	16	15	0	0	0	0	79	82	155	165
95	Davenport	Griswold College	6	15	4	0	3	0	13	15	51	84	6	0	0	1	3	0	0	0	60	85
96	Decorah	Luther College	7	0	8	0	0	0	8	0	139	0	67	0	0	0	0	0	0	0	206	0
97	Des Moines	Des Moines College	0	2	6	1	0	0	6	3	79	65	26	16	0	0	0	0	0	0	105	81
98	......do	Drake University	4	3	10	1	26	1	44	8	196	134	85	52	4	2	125	9	76	154	486	351
99	Fairfield	Parsons College	7	0	10	0	0	0	10	0	45	26	63	37	0	0	0	0	2	20	110	83
100	Fayette	Upper Iowa University	8	2	5	1	0	0	20	3	137	70	86	28	*a*3	*a*1	0	0	79	72	305	171
101	Grinnell	Iowa College	2	2	13	1	0	0	18	5	101	48	137	100	0	0	0	0	15	54	253	202
102	Hopkinton	Lenox College	7	2	7	2	0	0	7	2	24	29	37	27	1	0	0	0	0	0	62	56
103	Indianola	Simpson College	3	4	4	3	0	0	6	8	70	75	50	33	0	0	0	0	60	66	180	174
104	Iowa City	State University of Iowa	0	0	25	6	43	0	68	6	0	0	236	106	8	16	531	31	0	0	738	152
105	Mount Pleasant	German College	1	0	2	0	1	0	4	0	16	2	8	2	0	0	14	0	38	32	76	36
106	......do	Iowa Wesleyan University	2	1	8	2	0	0	12	5	116	89	59	49	0	0	0	0	7	58	182	196
107	Mount Vernon	Cornell College	4	5	13	2	0	0	17	7	155	252	161	100	0	0	0	0	0	0	316	352
108	Oskaloosa	Oskaloosa College	4	2	4	2	------	----	4	2	36	34	18	9	------	------	------	------	(155) 3	43	(155) 57	86
109	......do	Penn College	1	0	5	2	------	----	6	4	54	46	56	45	------	------	2	0	------	------	112	91
110	Pella	Central University of Iowa	4	3	5	2	------	----	5	3	74	53	7	13	------	------	------	------	------	------	81	66

* Statistics of 1889–90.
a Nonresident.
b Removed to Charles City, Iowa.
c Includes 12 nonresidents.
d Includes 1 nonresident.
e Includes 2 nonresidents.

TABLE 8.—*Statistics of universities and colleges for men only and for both sexes, for 1890-91*—Continued.

	Location.	Name of school.	Professors and instructors.								Students.											
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.		Professional departments.		Other departments.		Total number (excluding duplicates.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	IOWA—continued.																					
111	Sioux City	University of the Northwest	6	2	6	2	4	0	10	4	37	30	10	6	0	0	22	2	(129) 2	13	(129) 71	51
112	Tabor	Tabor College	3	2	6	8	0	0	9	5	72	88	22	24	0	0	0	0	......	......	94	112
113	Toledo	Western College	1	1	10	0	......	......	13	1	76	13	34	19	26	0	0	0	87	157	223	180
114	Waverly	Wartburg College	0	0	7	0	0	0	7	0	0	0	68	0	......	......	......	......	......	......	68	9
	KANSAS.																					
115	Atchison	Midland College	1	2	4	2	......	......	5	4	21	14	30	10	......	......	......	......	......	......	51	24
116	......do	St. Benedict's College	5	0	10	0	2	0	20	0	64	0	66	0	0	0	5	0	48	0	183	0
117	Baldwin	Baker University	5	3	5	1	......	......	9	6	147	67	71	25	0	0	0	0	40	60	276	175
118	Emporia	College of Emporia	6	1	8	1	......	......	9	3	46	24	28	8	......	......	......	......	6	22	78	55
119	Highland	Highland University	0	2	6	3	0	0	6	4	43	56	14	9	0	0	0	0	6	12	63	87
120	Holton	Campbell University	2	2	4	2	......	......	9	5					0	0	0	0			230	224
121	Lawrence	University of Kansas	0	0	28	5	3	0	31	5	(288) 0	0	(18) 221	81	*a*13	*b*12	74	4	(148) 8	61	316	158
122	Lecompton	Lane University	3	0	4	0	......	......	7	0	72	44	29	14	0	0	0	0	(34) 51	86	(84) 152	144
123	Lindsborg	Bethany College	6	0	7	0	0	0	11	7	79	38	25	8	0	0	0	0	100	84	204	130
124	Ottawa	Ottawa University	5	1	6	1	0	0	7	2	73	56	41	26	0	0	0	0	3	68	117	150
125	St. Mary's	St. Mary's College	9	0	7	0	0	0	16	0	157	0	69	0	0	0	0	0	0	0	226	0
126	Salina	Kansas Wesleyan University	3	0	7	1	......	......	10	1	42	37	21	7	......	......	......	......	......	......	63	44
127	Sterling	Cooper Memorial College*	3	0	3	0	0	0	4	2	30	22	7	1	0	0	0	0	10	60	47	83
128	Topeka	Washburn College	7	3	8	3	0	0	8	5	131	90	51	24	0	0	0	0	0	0	182	114
129	Wichita	Wichita University	4	2	8	2	0	0	9	6	15	7	2	1	0	0	0	0	33	72	50	80
130	Winfield	Southwest Kansas College	2	1	4	0	0	0	6	1	36	88	19	6	0	0	0	0	28	28	83	122
	KENTUCKY.																					
131	Berea	Berea College	1	9	6	2	2	0	7	11	168	157	24	7	......	......	19	0	......	......	211	164

132	Bowling Green	Ogden College	1	0	4	0	0	0	5	0	60	0	53	0	0	0	0	0	0	0	113	0
133	Danville	Centre College	3	0	10	0	...	...	11	0	85	0	155	0	0	0	0	0	0	0	240	0
134	Eminence	Eminence College	0	1	4	3	0	0	4	4	7	8	23	49	...	...	1	0	...	...	31	57
135	Farmdale	Kentucky Military Institute	5	0	7	0	0	0	7	0	27	0	52	0	0	0	0	0	0	0	79	0
136	Georgetown	Georgetown College	2	0	6	0	0	0	8	0	42	1	98	0	0	0	0	0	0	0	140	1
137	Hopkinsville	South Kentucky College	0	2	5	4	0	0	5	4	17	18	40	35	1	0	...	...	...	...	58	53
138	Lancaster	Garrard College	0	1	4	3	0	0	4	4	19	20	27	60	...	...	...	...	...	...	46	80
139	Lexington	Kentucky University	3	0	8	0	3	0	14	0	57	0	187	44	...	...	141	0	...	...	385	44
140	Richmond	Central University	4	0	9	0	19	0	36	0	90	3	110	3	4	0	200	0	...	...	404	6
141	Russellville	Bethel College	...	...	6	0	...	...	6	0	...	...	180	0	...	...	...	...	...	...	180	0
142	St. Mary's	St. Mary's College	5	0	5	0	0	0	10	0	50	0	50	0	0	0	0	0	0	0	100	0
143	Winchester	Kentucky Wesleyan College	5	0	5	0	0	0	5	0	75	0	47	0	...	...	...	...	...	...	122	0
	LOUISIANA.																					
144	Baton Rouge	Louisiana State University and Agricultural and Mechanical College.*	2	0	11	0	0	0	13	0	85	0	72	0	0	0	0	0	0	0	157	0
145	Convent	Jefferson College	3	0	8	0	0	0	11	0	18	0	35	0	0	0	0	0	0	0	53	0
146	Grand Coteau	St. Charles College *c*	2	0	12	0	0	0	14	0	15	0	98	0	0	0	0	0	0	0	113	0
147	Jackson	Centenary College	1	1	7	1	...	...	8	2	60	0	78	0	...	...	...	...	...	...	138	0
148	Keatchie	Keatchie Male and Female College.	0	2	4	2	...	...	4	7	40	45	56	45	...	...	...	...	...	...	96	90
149	New Orleans	College of the Immaculate Conception.	5	0	11	0	0	0	16	0	198	0	312	0	10	0	0	0	0	0	520	0
150	do	Leland University	2	4	4	3	...	...	6	7	16	5	2	1	0	0	14	0	125	138	157	144
151	do	New Orleans University	4	4	5	4	9	1	18	9	16	4	6	4	0	0	35	0	103	395	159	403
152	do	Straight University	3	3	3	3	1	0	4	11	12	15	3	3	0	0	...	...	310	272	325	290
153	do	Tulane University of Louisiana.	9	3	22	6	35	0	66	9	159	59	94	119	5	1	464	0	164	111	886	290
	MAINE.																					
154	Brunswick	Bowdoin College	0	0	16	0	11	0	26	0	0	0	185	0	0	0	82	0	0	0	267	0
155	Lewiston	Bates College	0	0	9	0	5	0	14	0	0	0	112	37	0	0	20	0	0	0	132	37
156	Waterville	Colby University	0	0	12	0	0	0	12	0	0	0	141	35	0	0	0	0	0	0	141	35
	MARYLAND.																					
157	Annapolis	St. John's College	5	0	9	0	0	0	13	0	58	0	66	0	0	0	0	0	0	0	124	0
158	Baltimore	Johns Hopkins University	0	0	66	0	0	0	66	0	0	0	192	0	276	0	43	0	0	0	468	0
159	do	Loyola College	0	0	11	0	0	0	11	0	0	0	108	0	...	...	...	...	...	...	108	0
160	do	Morgan College	2	3	3	1	3	0	4	4	35	15	4	0	0	0	8	0	53	52	100	67
161	Chestertown	Washington College	5	0	5	0	0	0	5	0	35	0	44	0	0	0	0	0	0	0	79	0
162	Ellicott City	Rock Hill College	7	0	8	0	0	0	13	0	115	0	32	0	...	...	...	...	...	...	147	0
163	do	St. Charles College	10	0	16	0	0	0	16	0	99	0	145	0	0	0	0	0	0	0	244	0
164	Mount St. Mary's	Mount St. Mary's College	3	0	9	0	...	...	12	0	62	0	66	0	0	0	33	0	42	0	203	0
165	New Windsor	New Windsor College and Windsor Female College.	5	8	5	8	0	0	5	8	26	12	40	25	0	0	0	0	0	0	66	37
166	Westminster	Western Maryland College	3	1	8	6	0	0	8	6	46	29	73	94	...	...	...	...	...	...	119	123

* Statistics of 1889-90. *a* Includes 5 nonresidents. *b* Includes 6 nonresidents. *c* College department closed in 1891.

TABLE 8.—*Statistics of universities and colleges for men only and for both sexes, for 1890-91*—Continued.

	Location.	Name of school.	Professors and instructors.								Students.											
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.		Professional departments.		Other departments.		Total number (excluding duplicates).	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MASSACHUSETTS.																					
167	Amherst	Amherst College	0	0	29	0	0	0	29	0	0	0	347	0	5	0	0	0	0	0	352	0
168	Boston	Boston College	10	0	6	0	0	0	16	0	223	0	111	0	0	0	0	0	0	0	334	0
169	do	Boston University	0	0	24	1	76	2	115	3	0	0	121	205	74	25	387	59	166	1	730	290
170	Cambridge	Harvard University	0	0	111	0	120	0	243	0	0	0	1,339	0	125	0	692	0	115	0	2,271	0
171	Springfield	French Protestant College	7	2	7	2	......	....	7	2	40	....	6	....	......	......	6	......	......	......	52	....
172	Tufts College	Tufts College	0	0	16	0	6	0	22	0	0	0	120	0	0	0	35	0	0	0	155	
173	Williamstown	Williams College	0	0	24	0	0	0	24	0	0	0	308	0	3	0	0	0	0	0	311	0
174	Worcester	Clark University	0	0	......	....	......	....	70	0	0	0	0	0	70	0	......	......	......	......	70	0
175	do	College of the Holy Cross	14	0	16	0	0	0	17	0	129	0	163	0	0	0	0	0	0	0	292	0
	MICHIGAN.																					
176	Adrian	Adrian College	5	3	7	1	4	0	8	4	59	26	44	30	0	1	39	0	......	83	115	90
177	Albion	Albion College	1	2	10	1	......	....	14	11	108	59	83	54	*a*4	*a*1	0	0	57	163	252	277
178	Alma	Alma College	6	2	6	2	......	....	6	6	62	37	12	13	0	0	0	0	6	83	80	133
179	Ann Arbor	University of Michigan	0	0	75	1	50	1	125	2	0	0	746	334	*b*68	*c*22	1,161	89	......	......	1,975	445
180	Battle Creek	Battle Creek College	1	3	9	4	0	0	10	7	97	85	205	145	0	0	0	0	0	0	302	230
181	Benzonia	Benzonia College	4	1	4	1	0	0	4	1	29	41	2	3	0	0	0	0	0	0	31	44
182	Detroit	Detroit College	8	0	9	0	0	0	17	0	148	0	51	0	0	0	0	0	82	0	281	0
183	Hillsdale	Hillsdale College	7	6	9	2	4	0	20	8	89	80	96	96	0	0	40	6	......	......	225	182
184	Holland	Hope College	3	1	7	0	2	0	12	1	84	21	43	1	......	......	8	0	20	79	161	101
185	Kalamazoo	Kalamazoo College	3	2	5	1	0	0	6	2	41	24	6	11	......	......	......	......	......	......	47	35
186	Olivet	Olivet College	5	8	8	2	......	....	12	5	101	48	114	59	1	5	......	......	2	48	218	160
	MINNESOTA.																					
187	Collegeville	St. John's University	4	0	23	0	4	0	27	0	40	0	130	0	0	0	18	0	......	......	188	0
188	Hamline	Hamline University	9	1	12	1	......	....	12	1	93	00	38	50	......	......	......	......	1	20	132	160

189	Minneapolis	Augsburg Seminary	6	0	6	0	4	0	10	0	56	0	50	0	.....	17	72	0	.....	.....	178	0
190	do	University of Minnesota	0	0	27	3	80	0	111	4	0	0	390	208	28	.....	357	17	136	30	911	272
191	New Ulm	Dr. Martin Luther College	4	0	6	0	3	0	7	0	16	0	14	0	.....	.....	17	0	44	0	91	0
192	Northfield	Carleton College	9	4	12	5	.....	.....	13	9	79	75	37	52	2	*d*4	.....	0	5	67	123	198
193	do	St. Olaf College	6	0	8	0	0	0	14	1	89	38	20	3	0	0	0	0	0	1	109	42
194	St. Paul	Macalester College *	10	0	10	0	.....	.....	10	0	55	0	31	0	.....	.....	.....	.....	.....	.....	86	0
195	St. Paul Park	St. Paul's College	3	0	3	0	1	0	8	0	40	21	26	12	.....	.....	12	0	34	30	112	63
196	St. Peter	Gustavus Adolphus College	10	1	10	1	.....	.....	14	3	113	32	41	2	0	0	0	0	67	34	221	68
197	Winnebago City	Parker College	1	3	2	3	.....	.....	2	4	13	6	9	12	.....	.....	.....	.....	.....	.....	22	18
	MISSISSIPPI.																					
198	Clinton	Mississippi College	2	0	6	0	0	0	8	0	185	0	65	0	.....	.....	.....	.....	.....	.....	250	0
199	Daleville	Cooper Normal College	1	1	4	1	0	0	5	2	30	40	50	60	0	0	0	0	0	0	80	100
200	Harperville	Hunt and Huddleston College	0	2	5	2	0	0	5	4	20	22	59	31	0	0	0	0	0	0	79	56
201	Holly Springs	Rust University	4	4	4	1	2	0	4	4	15	11	4	4	0	0	24	0	82	122	125	156
202	University	University of Mississippi	0	0	14	1	5	0	19	1	53	1	131	12	16	4	23	0	0	0	223	17
	MISSOURI.																					
203	Bolivar	Southwest Baptist College	0	1	4	1	0	0	4	2	7	8	45	40	0	0	6	0	.....	.....	58	1
204	Bowling Green	Pike College	0	1	3	2	0	0	3	3	12	11	58	54	0	0	0	0	0	0	70	80
205	Canton	Christian University	0	1	3	2	1	0	4	3	21	12	18	20	0	0	20	0	.....	.....	59	46
206	Cape Girardeau	St. Vincent's College	9	0	8	0	2	0	13	0	48	0	52	0	3	0	35	0	0	0	135	54
207	Carthage	Carthage Collegiate Institute	3	2	3	2	.....	.....	4	3	21	26	5	5	0	0	0	0	0	15	26	68
208	Columbia	University of the State of Missouri.	28	2	28	2	.....	.....	34	2	118	17	159	35	1	1	94	0	97	45	469	49
209	Edinburg	Grand River College	2	1	1	1	0	0	3	2	30	31	19	20	0	1	0	0	0	0	49	52
210	Fayette	Central College	6	0	6	0	0	0	8	0	106	0	48	0	0	0	0	0	0	0	154	0
211	Fulton	Westminster College	1	0	8	0	0	0	9	0	49	0	59	0	.....	.....	.....	.....	.....	.....	108	0
212	Glasgow	Pritchett School Institute	5	2	5	2	0	0	5	2	20	12	16	13	0	0	0	0	0	0	36	25
213	Greenfield	Ozark College	0	2	3	3	.....	.....	3	5	46	54	39	46	.....	.....	.....	.....	.....	.....	85	100
214	Harris	Missouri College *e*	3	1	4	2	.....	.....	4	2	22	33	57	35	.....	.....	.....	.....	14	23	93	91
215	La Belle	Western College	1	1	4	1	0	0	5	1	12	10	30	42	.....	.....	.....	.....	3	27	45	79
216	La Grange	La Grange College	.....	.....	7	3	.....	.....	7	5	.....	.....	70	56	.....	.....	.....	.....	2	14	72	70
217	Liberty	William Jewell College	3	0	6	0	0	0	9	0	148	0	114	0	3	0	0	0	.....	.....	265	0
218	Marshall	Missouri Valley College	12	2	12	2	.....	.....	12	2	116	74	19	7	.....	.....	.....	.....	8	16	143	97
219	Morrisville	Morrisville College	1	1	3	1	0	0	4	2	29	27	42	38	.....	.....	.....	.....	.....	.....	71	65
220	Neosho	Scarritt Collegiate Institute*	2	2	4	6	.....	.....	6	6	65	70	35	35	.....	.....	.....	.....	.....	.....	100	105
221	Parkville	Park College	1	4	6	1	.....	.....	7	5	85	63	77	75	.....	.....	.....	.....	.....	.....	162	138
222	St. Louis	College of the Christian Brothers.	8	0	10	0	0	0	24	0	208	0	40	0	.....	.....	.....	.....	124	0	372	0
223	do	St. Louis University	9	0	8	0	.....	.....	25	0	215	0	83	0	40	0	.....	.....	120	0	458	0
224	do	Washington University	.....	.....	29	0	11	0	52	3	.....	.....	92	15	1	1	81	0	163	164	337	180
225	Shelbina	Shelbina Collegiate Institute*	0	1	2	2	.....	.....	2	3	10	11	40	55	.....	.....	.....	.....	.....	.....	50	66
226	Springfield	Drury College	8	3	7	1	.....	.....	9	8	136	104	31	13	.....	.....	.....	.....	.....	.....	167	117
227	Tarkio	Tarkio College	5	5	5	5	.....	.....	5	5	16	36	18	11	.....	.....	.....	.....	34	73	68	120
228	Trenton	Avalon College	6	4	6	4	.....	.....	6	4	106	94	38	42	.....	.....	.....	.....	.....	.....	144	136
229	Warrenton	Central Wesleyan College	3	0	4	0	2	0	11	1	120	47	29	8	.....	.....	31	0	.....	21	180	76

* Statistics of 1889–90.

a Nonresident.

b Includes 34 nonresidents.

c Includes 13 nonresidents.

d Includes 2 nonresidents.

e Discontinued.

TABLE 8.—*Statistics of universities and colleges for men only and for both sexes, for 1890-91*—Continued.

	Location.	Name of school.	Professors and instructors.								Students.											
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.		Professional departments.		Other departments.		Total number (excluding duplicates).	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MASSACHUSETTS.																					
167	Amherst	Amherst College	0	0	29	0	0	0	29	0	0	0	347	0	5	0	0	0	0	0	352	0
168	Boston	Boston College	10	0	6	0	0	0	16	0	223	0	111	0	0	0	0	0	0	0	334	0
169	do	Boston University	0	0	24	1	76	2	115	3	0	0	121	205	74	25	387	59	166	1	730	290
✓170	Cambridge	Harvard University	0	0	111	0	120	0	243	0	0	0	1,339	0	125	0	692	0	115	0	2,271	0
171	Springfield	French Protestant College	7	2	7	2	......	....	7	2	40	....	6	....	......	......	6	......	......	......	52	.....
172	Tufts College	Tufts College	0	0	16	0	6	0	22	0	0	0	120	0	0	0	35	0	0	0	155	
173	Williamstown	Williams College	0	0	24	0	0	0	24	0	0	0	308	0	3	0	0	0	0	0	311	0
174	Worcester	Clark University	0	0	......	....	......	....	70	0	0	0	0	0	70	0	......	......	......	......	70	0
175	do	College of the Holy Cross	14	0	16	0	0	0	17	0	129	0	163	0	0	0	0	0	0	0	292	0
	MICHIGAN.																					
176	Adrian	Adrian College	5	3	7	1	4	0	8	4	59	26	44	30	0	1	39	0	......	33	115	90
177	Albion	Albion College	1	2	10	1	......	....	14	11	108	59	83	54	*a*4	*a*1	0	0	57	168	252	277
178	Alma	Alma College	6	2	6	2	......	....	6	6	62	37	12	13	0	0	0	0	6	83	80	133
✓179	Ann Arbor	University of Michigan	0	0	75	1	50	1	125	2	0	0	746	334	*b*68	*c*22	1,161	89	......	......	1,975	445
180	Battle Creek	Battle Creek College	1	3	9	4	0	0	10	7	97	85	205	145	0	0	0	0	0	0	302	230
181	Benzonia	Benzonia College	4	1	4	1	0	0	4	1	29	41	2	3	0	0	0	0	0	0	31	44
182	Detroit	Detroit College	8	0	9	0	0	0	17	0	148	0	51	0	0	0	0	0	82	0	281	0
183	Hillsdale	Hillsdale College	7	6	9	2	4	0	20	8	89	80	96	96	0	0	40	6	......	......	225	182
184	Holland	Hope College	8	1	7	0	2	0	12	1	84	21	43	1	......	......	8	0	26	79	161	101
185	Kalamazoo	Kalamazoo College	3	2	5	1	0	0	6	2	41	24	6	11	......	......	......	......	......	......	47	85
186	Olivet	Olivet College	5	3	8	2	......	....	12	5	101	48	114	59	1	5	......	......	2	48	218	160
	MINNESOTA.																					
187	Collegeville	St. John's University	4	0	23	0	4	0	27	0	40	0	180	0	0	0	18	0	......	......	168	0
188	Hamline	Hamline University	9	1	13	1	......	....	12	1	93	90	38	50	......	......	......	......	1	20	183	160

189	Minneapolis	Augsburg Seminary	6	0	6	0	4	0	10	0	56	0	50	0	...	17	72	0	...	...	178	0
190	do	University of Minnesota	0	0	27	3	80	0	111	4	0	0	390	208	28	...	357	17	136	30	911	272
191	New Ulm	Dr. Martin Luther College	4	0	6	0	3	0	7	0	16	0	14	0	...	...	17	0	44	0	91	0
192	Northfield	Carleton College	9	4	12	5	...	...	13	9	79	75	37	52	2	*d*4	...	0	5	67	123	198
193	do	St. Olaf College	6	0	8	0	0	0	14	1	89	38	20	3	0	0	0	0	0	1	109	42
194	St. Paul	Macalester College *	10	0	10	0	...	...	10	0	55	0	31	0	...	...	...	...	...	...	86	0
195	St. Paul Park	St. Paul's College	3	0	3	0	1	0	8	0	40	21	26	12	...	...	12	0	34	30	112	63
196	St. Peter	Gustavus Adolphus College	10	1	10	1	...	...	14	3	113	32	41	2	0	0	0	0	67	34	221	68
197	Winnebago City	Parker College	1	3	2	3	...	...	2	4	13	6	9	12	...	...	...	...	...	...	22	18
	MISSISSIPPI.																					
198	Clinton	Mississippi College	2	0	6	0	0	0	8	0	185	0	65	0	...	...	...	...	...	...	250	0
199	Daleville	Cooper Normal College	1	1	4	1	0	0	5	2	30	40	50	60	0	0	0	0	0	0	80	100
200	Harperville	Hunt and Huddleston College	0	2	5	2	0	0	5	4	20	22	59	31	0	0	0	0	0	0	79	56
201	Holly Springs	Rust University	4	4	4	1	2	0	4	4	15	11	4	4	0	0	24	0	82	122	125	156
202	University	University of Mississippi	0	0	14	1	5	0	19	1	53	1	131	12	16	4	23	0	0	0	223	17
	MISSOURI.																					
203	Bolivar	Southwest Baptist College	0	1	4	1	0	0	4	2	7	8	45	40	0	0	6	0	...	...	58	1
204	Bowling Green	Pike College	0	1	3	2	0	0	3	3	12	11	58	54	0	0	0	0	0	0	70	80
205	Canton	Christian University	0	1	3	2	1	0	4	3	21	12	18	20	0	0	20	0	...	...	59	46
206	Cape Girardeau	St. Vincent's College	9	0	8	0	2	0	13	0	48	0	52	0	3	0	35	0	0	0	135	54
207	Carthage	Carthage Collegiate Institute	3	2	3	2	...	...	4	3	21	26	5	5	0	0	0	0	0	15	26	68
208	Columbia	University of the State of Missouri.	28	2	28	2	...	...	34	2	118	17	159	35	1	1	94	0	97	45	469	49
209	Edinburg	Grand River College	2	1	1	1	0	0	3	2	30	31	19	20	0	1	0	0	0	0	49	52
210	Fayette	Central College	6	0	6	0	0	0	8	0	106	0	48	0	0	0	0	0	0	0	154	0
211	Fulton	Westminster College	1	0	8	0	0	0	9	6	49	0	59	0	...	...	...	...	...	...	108	0
212	Glasgow	Pritchett School Institute	5	2	5	2	0	0	5	2	20	12	16	13	0	0	0	0	0	0	36	25
213	Greenfield	Ozark College	0	2	3	3	...	...	3	5	46	54	39	46	...	...	...	...	...	...	85	100
214	Harris	Missouri College *e*	3	1	4	2	...	...	4	2	22	33	57	35	...	...	...	...	14	23	93	91
215	La Belle	Western College	1	1	4	1	0	0	5	1	12	10	30	42	...	...	...	...	3	27	45	79
216	La Grange	La Grange College	...	...	7	3	...	...	7	5	...	...	70	56	...	...	...	...	2	14	72	70
217	Liberty	William Jewell College	3	0	6	0	0	0	9	0	148	0	114	0	3	0	0	0	...	...	265	0
218	Marshall	Missouri Valley College	12	2	12	2	...	...	12	2	116	74	19	7	...	...	...	...	8	16	143	97
219	Morrisville	Morrisville College	1	1	3	1	0	0	4	2	29	27	42	38	...	...	...	...	...	...	71	65
220	Neosho	Scarritt Collegiate Institute*	2	2	4	6	...	...	6	6	65	70	35	35	...	...	...	...	...	...	100	105
221	Parkville	Park College	1	4	6	1	...	...	7	5	85	63	77	75	...	...	...	...	...	...	162	138
222	St. Louis	College of the Christian Brothers.	8	0	10	0	0	0	24	0	208	0	40	0	...	...	...	...	124	0	372	0
223	do	St. Louis University	9	0	8	0	...	...	25	0	215	0	83	0	40	0	...	...	120	0	458	0
224	do	Washington University	...	...	29	0	11	0	52	3	...	...	92	15	1	1	81	0	163	164	337	180
225	Shelbina	Shelbina Collegiate Institute*	0	1	2	2	...	...	2	3	10	11	40	55	...	...	...	...	...	...	50	66
226	Springfield	Drury College	8	3	7	1	...	...	9	3	136	104	31	13	...	...	...	...	...	...	167	117
227	Tarkio	Tarkio College	5	5	5	5	...	...	5	5	16	36	18	11	...	...	...	...	34	73	68	120
228	Trenton	Avalon College	6	4	6	4	...	...	6	4	106	94	38	42	...	...	...	...	...	...	144	136
229	Warrenton	Central Wesleyan College	3	0	4	0	2	0	11	1	120	47	29	8	...	...	31	0	...	21	180	76

* Statistics of 1889–90.
c Includes 13 nonresidents.
a Nonresident.
d Includes 2 nonresidents.
b Includes 34 nonresidents.
e Discontinued.

	Location.	Name of school.	Professors and instructors.								Students.											
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.		Professional departments.		Other departments.		Total number (excluding duplicates).	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MONTANA.																					
230	Deer Lodge	College of Montana	3	3	3	3	0	0	11	5	28	43	5	8					25	18	58	69
	NEBRASKA.																					
231	Bellevue	University of Omaha	2	5	8	4	21	0	26	5	33	48	8	1	8	0	41	2			74	50
232	Crete	Doane College	8	2	8	2			8	2	48	46	28	16							76	62
233	Fairfield	Fairfield College	6	1	3	1			6	1	31	29	22	4							53	33
234	Lincoln	Cotner University	3	2	6	1	18	0	24	3	55	30	19	10	1	0	33	2	4	57	112	99
235	do	University of Nebraska	8	1	29	3	0	0	30	3	117	63	160	105	20	8			25	72	322	248
236	Neligh	Gates College	3	2	4	2			5	4	21	21	6	4					36	82	63	107
237	Omaha	Creighton College	9	0	5	0	0	0	14	0	207	0	33	0	0	0	0	0	0	0	240	0
238	University Place	Nebraska Wesleyan University.	1	0	6	1			9	3	76	32	29	12	0	0	0	0	58	55	163	99
	NEVADA.																					
239	Reno	State University of Nevada	2	2	7	1	0	0	8	2	46	69	31	17							77	86
	NEW HAMPSHIRE.																					
240	Hanover	Dartmouth College	0	0	18	0	17	0	48	0	0	0	256	0	0	0	98	0	108	0	462	0
	NEW JERSEY.																					
241	Newark	St. Benedict's College			13	0			13	0	12	0	47	0					56	0	115	0
242	New Brunswick	Rutgers College	0	0	25	0	0	0	25	0	0	0	196	0	1	0	0	0	0	0	197	0
243	Princeton	College of New Jersey	0	0	52	0	0	0	52	0	0	0	749	0	101	0	0	0	0	0	850	0
244	South Orange	Seton Hall College	2	0	12	0	4	0	14	0	25	0	82	0	1	0	37	0			130	0
245	Vineland	College of the Sacred Heart	8	0	7	0			10	0	35	0	27	0							62	0

	NEW YORK.																					
246	Alfred Centre	Alfred University	6	3	8	3	4	0	12	6	111	100	51	40	4	2	6	1	......	......	172	143
247	Allegany	St. Bonaventure's College	9	0	10	0	6	0	17	0	73	0	61	0	......	......	35	0	......	......	173	0
248	Annandale	St. Stephen's College	3	0	6	0	0	0	7	0	24	0	57	0	0	0	0	0	0	0	81	0
249	Brooklyn	Polytechnic Institute of Brooklyn.	25	2	15	0	0	0	40	2	599	0	198	0	7	0	0	0	0	0	794	0
250	do	St. Francis College*	4	0	6	0	0	0	22	0	38	0	22	0	0	0	0	0	196	0	256	0
251	do	St. John's College*	10	0	10	0	0	0	10	0	75	0	75	0	......	......	......	......	......	......	150	0
252	Buffalo	Canisius College	2	0	10	0	0	0	23	0	26	0	162	0	0	0	0	0	129	0	317	0
253	Canton	St. Lawrence University	0	0	7	0	5	0	12	0	0	0	55	28	0	0	29	2	0	0	84	30
254	Clinton	Hamilton College	0	0	14	0	0	0	14	0	0	0	149	0	2	0	0	0	0	0	151	0
255	Fordham	St. John's College	13	0	13	0	0	0	26	0	245	0	102	0	4	0	0	0	0	0	351	0
256	Geneva	Hobart College	0	0	13	0	0	0	13	0	0	0	66	0	0	0	0	0	0	0	66	0
257	Hamilton	Colgate University	0	0	15	0	6	0	18	0	0	0	136	0	0	0	50	0	0	0	186	0
258	Ithaca	Cornell University	0	0	105	0	10	0	110	0	0	0	1,015	141	100	13	122	0	0	0	1,237	154
259	Keuka College	Keuka College	3	1	4	4	0	0	7	5	96	57	4	0	......	......	......	......	......	......	100	57
260	New York	College of St. Francis Xavier.	8	0	13	0	0	0	21	0	172	0	317	0	0	0	0	0	0	0	489	0
261	do	College of the City of New York.	13	0	29	0	0	0	42	0	564	0	557	0	0	0	0	0	0	0	1,121	0
262	do	Columbia College	0	0	52	0	114	0	220	0	0	0	272	8	87	0	1,150	9	474	0	1,748	8
263	do	Manhattan College*	8	0	10	0	0	0	18	0	198	0	119	0	0	0	0	0	0	0	317	0
264	do	University of the City of New York.	0	0	21	0	65	0	89	0	0	0	125	0	105	4	880	0	105	126	1,200	130
265	Niagara University	Niagara University	9	0	8	0	9	0	15	0	154	0	50	0	0	0	30	0	......	......	234	0
266	Rochester	University of Rochester	0	0	15	0	0	0	15	0	0	0	184	0	7	0	0	0	0	0	191	0
267	Schenectady	Union University	0	0	15	0	......	......	15	0	0	0	132	0	3	0	......	......	......	......	135	0
268	Syracuse	Syracuse University	0	0	14	0	26	0	48	4	0	0	219	119	*a*121	*a*8	43	8	46	220	429	355
	NORTH CAROLINA.																					
269	Chapel Hill	University of North Carolina.	0	0	16	0	2	0	18	0	0	0	149	0	8	0	45	0	......	......	197	0
270	Charlotte	Biddle University	3	0	6	0	5	0	11	0	131	0	51	0	0	0	15	0	......	......	197	0
271	Davidson	Davidson College	0	0	8	0	0	0	8	0	0	0	113	0	13	0	0	0	0	0	124	0
272	Guilford College	Guilford College	5	5	5	5	......	......	5	5	83	52	40	30	1	0	......	......	......	......	124	85
273	Mt. Pleasant	North Carolina College	2	0	4	0	0	0	6	0	59	0	20	0	0	0	0	0	0	0	79	0
274	Newton	Catawba College	6	4	4	1	......	......	6	4	126	56	9	1	......	......	......	......	......	......	135	57
275	Raleigh	Shaw University	6	5	.3	0	9	0	18	5	36	25	8	0	0	0	102	0	96	162	242	187
276	Rutherford College	Rutherford College	1	1	4	0	1	0	5	1	50	10	200	55	0	0	43	8	......	......	293	73
277	Salisbury	Livingstone College*	1	3	4	0	......	......	5	3	87	87	18	2	......	......	......	......	16	17	121	106
278	Trinity College	Trinity College	2	0	11	0	1	0	14	0	63	0	112	0	0	0	21	0	......	......	176	0
279	Wake Forest	Wake Forest College	0	0	12	0	0	0	12	0	0	0	211	0	0	0	0	0	0	0	211	0
	NORTH DAKOTA.																					
280	Fargo	Fargo College	3	2	4	2	......	......	5	2	20	26	4	7	......	......	......	......	......	......	24	33
281	Rolla	Rolla University	2	0	1	0	1	0	4	0	15	3	3	0	......	......	1	0	......	......	19	8
282	University	University of North Dakota	5	2	8	1	0	0	9	1	72	57	15	9	0	0	0	0	0	0	87	66

*Statistics of 1889-90.

a Nonresident.

TABLE 8.—*Statistics of universities and colleges for men only and for both sexes, for 1890-91*—Continued.

	Location.	Name of school.	Professors and instructors.								Students.											
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.		Professional departments.		Other departments.		Total number (excluding duplicates).	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	OHIO.																					
283	Akron	Buchtel College	1	5	11	2	0	0	11	6	62	90	68	53	1	2	0	0	0	0	131	145
284	Alliance	Mount Union College	8	2	7	2	0	0	15	4	171	75	132	32	5	0	0	0	0	0	370	210
285	Ashland	Ashland University	8	0	8	0	0	0	8	0	43	39	22	3	0	0	0	0	......	......	65	42
286	Athens	Ohio University	5	4	7	3	0	0	12	4	77	44	60	15	0	0	0	0	0	0	137	59
287	Berea	Baldwin University	6	2	8	0	0	0	14	2	160	88	49	33	0	0	0	0	0	0	209	121
288	......do	German Wallace College	5	0	5	0	2	0	7	0	15	15	37	6	0	0	27	0	51	11	130	32
289	Cincinnati	St. Joseph's College	3	0	7	0	......	......	10	0	163	0	100	0	......	......	......	......	......	......	263	0
290	......do	St. Xavier College	8	0	6	0	0	0	19	0	229	0	70	0	0	0	0	0	105	0	404	9
291	......do	University of Cincinnati	0	0	13	0	64	0	77	0	0	0	90	33	9	1	756	0	......	......	855	34
292	Cleveland	Calvin College	2	2	5	0	3	0	11	3	18	11	29	0	0	0	51	0	12	25	110	86
293	......do	Western Reserve University	8	1	15	4	19	0	51	13	(107)		76	62	0	0	121	0	(404)		(511) 197	62
294	College Hill	Belmont College	7	3	......	......	......	......	8	4	39	17	......	......	0	9	......	......	1	16	40	42
295	Columbus	Capital University	1	0	7	0	3	0	8	0	30	0	83	0	......	......	39	0	......	......	152	0
296	......do	Ohio State University	10	0	34	0	0	0	40	0	169	27	280	39	5	0	0	0	0	0	454	66
297	Delaware	Ohio Wesleyan University	8	13	16	3	......	......	17	13	323	123	206	230	*a*13	0	......	......	9	88	641	441
298	Findlay	Findlay College	6	2	5	1	2	0	14	6	26	15	29	14	1	0	5	0	(216) 35	45	(216) 96	74
299	Gambier	Kenyon College	7	0	8	0	4	0	19	0	111	0	36	0	......	......	17	0	......	......	164	0
300	Germantown	Twin Valley College	0	4	3	2	......	......	4	5	3	5	11	7	......	......	......	......	11	12	25	24
301	Granville	Denison University	5	0	9	1	0	0	13	1	118	11	94	32	0	0	0	0	0	0	179	43
302	Hillsboro	Hillsboro College	3	5	2	3	......	......	5	7	74	62	10	22	0	0	0	0	4	48	88	132
303	Hiram	Hiram College	7	2	8	2	0	0	11	5	103	31	48	13	0	0	0	0	54	76	205	120
304	Marietta	Marietta College	3	0	8	0	0	0	11	0	89	0	87	0	0	0	0	0	0	0	178	0
305	New Athens	Franklin College*	4	3	3	2	0	0	7	5	30	22	54	12	0	0	0	0	0	0	84	84
306	New Concord	Muskingum College	6	2	6	2	0	0	6	2	26	7	58	30	0	0	0	0	0	0	84	37
307	Oberlin	Oberlin College	9	7	17	6	11	0	47	22	352	338	272	309	......	......	89	7	56	286	769	840

308	Oxford	Miami University	1	0	9	0	0	0	10	0	(32)		56	2	....	....	....	....	....	....	(32) 56	2
309	Richmond	Richmond College	5	2	4	0	....	....	5	2	23	13	13	1	0	1	....	....	....	....	36	15
310	Rio Grande	Rio Grande College	3	2	3	2	....	....	3	2	16	10	10	11	....	....	....	....	....	....	26	21
311	Scio	Scio College	3	1	6	0	....	....	11	1	30	23	120	77	....	....	32	2	(84) 30	23	(84) 212	129
312	Springfield	Wittenberg College	5	0	6	0	4	0	15	2	86	30	116	36	6	2	17	0	6	31	231	99
313	Tiffin	Heidelberg University	2	0	10	0	3	0	15	1	79	48	103	28	7	1	13	0	13	76	215	153
314	Urbana	Urbana University	4	1	4	1	0	0	4	1	6	6	4	5	0	0	0	0	....	....	10	11
315	Westerville	Otterbein University	1	1	6	1	0	0	7	2	69	20	56	31	7	1	....	....	....	....	132	52
316	Wilberforce	Wilberforce University	5	4	4	4	6	2	8	5	25	0	0	3	0	0	8	0	81	99	123	102
317	Wilmington	Wilmington College	2	1	4	1	....	....	6	2	34	44	22	15	1	0	....	....	....	....	57	50
318	Wooster	University of Wooster	10	2	22	3	23	1	48	6	124	25	182	66	b166	b7	71	9	24	61	567	168
319	Yellow Springs	Antioch College	6	0	7	2	....	....	9	5	36	52	16	11	7	4	....	....	13	8	72	75
	OREGON.																					
320	Corvallis	Corvallis College*	....	....	1	2	0	0	1	2	....	....	30	30	....	....	....	....	....	....	30	30
321	Eugene	University of Oregon	0	0	8	2	23	0	31	2	0	0	129	88	0	0	61	3	....	....	190	91
322	Forest Grove	Pacific University	2	1	4	0	0	0	6	2	42	50	22	7	0	0	0	0	0	14	64	71
323	McMinnville	McMinnville College	3	2	3	2	0	0	3	2	41	a42	1	3	0	0	0	0	0	0	42	45
324	Philomath	Philomath College	2	0	3	0	0	0	3	0	21	19	20	9	....	....	....	....	....	....	41	28
325	Salem	Willamette University	4	2	4	2	26	0	26	8	157	100	25	12	0	0	59	0	23	119	264	231
	PENNSYLVANIA.																					
326	Allegheny	Western University of Pennsylvania.	0	0	16	0	0	0	16	0	0	0	101	0	0	0	0	0	0	0	101	0
327	Allentown	Muhlenberg College	2	0	6	0	0	0	8	0	58	0	84	0	....	....	....	....	....	....	142	0
328	Annville	Lebanon Valley College	6	1	6	1	0	0	6	4	8	12	30	20	4	0	....	....	12	24	54	56
329	Beatty	St. Vincent College	4	0	9	0	4	0	17	0	125	0	107	0	....	....	59	0	....	....	291	0
330	Beaver Falls	Geneva College	1	0	7	0	0	0	10	0	24	15	32	7	....	....	....	....	19	25	75	47
331	Carlisle	Dickinson College	4	0	12	0	1	0	16	0	100	8	122	15	....	....	17	0	....	....	239	23
332	Chester	Pennsylvania Military Academy.	3	0	11	0	0	0	14	0	22	0	91	0	1	0	....	....	....	....	114	0
333	Collegeville	Ursinus College	7	1	10	1	6	0	15	1	53	22	56	11	....	....	14	0	....	....	123	33
334	Easton	Lafayette College	0	0	26	0	0	0	26	0	0	0	280	0	40	0	0	0	0	0	320	0
335	Gettysburg	Pennsylvania College	4	0	11	0	0	0	15	0	59	0	156	3	14	0	....	....	....	....	228	3
336	Greenville	Thiel College	1	0	6	1	0	0	7	3	20	7	60	12	....	....	....	....	....	....	80	19
337	Grove City	Grove City College	2	1	6	1	0	0	10	5	131	2	184	71	....	....	....	....	122	179	437	252
338	Haverford College	Haverford College	0	0	15	0	0	0	15	0	0	0	89	0	12	0	0	0	0	0	101	0
339	Lancaster	Franklin and Marshall College.	3	2	9	0	4	0	16	2	56	7	127	0	....	....	46	0	....	....	217	7
340	Lewisburg	Bucknell University	4	1	9	1	0	0	14	5	91	2	90	15	....	....	....	....	0	201	181	218
341	Lincoln University	Lincoln University	4	0	9	0	7	0	10	0	63	0	143	0	0	0	22	0	0	0	228	0
342	Loretto	St. Francis College	5	0	5	0	0	0	10	0	20	0	51	0	....	....	....	....	....	....	71	0
343	Meadville	Allegheny College	4	1	9	0	0	0	13	1	90	44	98	34	b46	b3	....	....	....	....	234	81
344	New Berlin	Central Pennsylvania College	3	2	4	1	1	0	5	2	31	8	25	5	....	....	2	0	10	1	68	14
345	New Wilmington	Westminster College	7	5	7	5	0	0	8	7	35	22	103	55	....	....	....	....	9	57	147	134
346	Philadelphia	La Salle College	6	0	6	0	0	0	12	0	160	0	55	0	....	....	....	....	....	....	215	0
347	......do	University of Pennsylvania	0	0	67	0	113	0	180	0	0	0	445	34	49	4	1,061	0	....	....	1,541	38

*Statistics of 1889–90.

a Includes 9 nonresidents.

b Nonresident.

TABLE 8.—*Statistics of universities and colleges for men only and for both sexes, for 1890-91*—Continued.

	Location.	Name of school.	Professors and instructors.								Students.											
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.		Professional departments.		Other departments.		Total number (excluding duplicates).	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	PENNSYLVANIA—continued.																					
348	Pittsburg	Holy Ghost College	5	0	10	0	0	0	15	0	90	0	80	0	0	0	0	0	0	0	170	0
349	Swarthmore	Swarthmore College	0	0	14	11	0	0	14	11	0	0	108	98	0	1	0	0	0	0	108	99
350	Villanova	Villanova College	5	0	7	0	4	0	16	0	35	0	40	0			25	0			100	0
351	Washington	Washington and Jefferson College.	6	0	10	0	0	0	11	0	65	0	161	0	0	0	0	0	0	0	226	0
	RHODE ISLAND.																					
352	Providence	Brown University	0	0	35	0	0	0	35	0	0	0	326	0	26	0	0	0	0	0	352	0
	SOUTH CAROLINA.																					
353	Charleston	College of Charleston*			6	0			6	0			28	0							28	0
354	Clinton	Clinton Presbyterian College.	1	1	3	2	0	0	4	3	57	17	47	13	0	0	0	0	0	0	104	30
355	Columbia	Allen University	5	2	5	2	6	0	11	2	20		5		2		18		65	140	110	140
356	do	University of South Carolina *a*	0	0	23	0	1	0	24	0	0	0	137	0	8	0	39	0			182	0
357	Due West	Erskine College	1	0	5	0	0	0	6	1	21	0	62	0	0	0	0	0			83	0
358	Greenville	Furman University	2	0	7	0			9	0	60	0	125	0							185	0
359	Newberry	Newberry College	2	0	6	0	0	0	7	0	27	0	58	0	3	0	4	0	8	0	100	0
360	Orangeburg	Claflin University	7	1	7	1			7	1	93	38	11	2							104	40
361	Spartanburg	Wofford College	4	0	7	0	0	0	11	0	120	0	138	0							258	0
	SOUTH DAKOTA.																					
362	East Pierre	Pierre University	8	3	3	1			6	4	16	42	10	7							20	49
363	Hot Springs	Black Hills College	4	3	4	3			4	3	28	26	1	2					11	9	85	37
364	Mitchell	Dakota University	5	4	5	4			5	4	(103)										(224)	

365	Redfield	Redfield College	3	3	2	1	....	....	5	3	(46)		(11)		....	....	....	....	(32)		45	44
366	Vermillion	University of South Dakota	13	6	12	1	....	....	13	6	105	75	52	23	0	0	0	0	59	57	216	155
367	Yankton	Yankton College	9	2	9	2	0	0	9	3	75	45	14	13	0	0	0	0	5	25	94	83
	TENNESSEE.																					
368	Bristol	King College	4	0	5	0	....	....	5	0	55	0	47	0	....	....	....	....	....	....	96	0
369	Chattanooga	U. S. Grant University	12	6	12	6	31	0	45	6	277	142	52	20	6	0	117	1	7	....	459	163
370	Clarksville	Southwestern Presbyterian University.*	1	0	8	0	4	0	9	0	12	0	94	0	9	0	10	0	....	....	116	0
371	Decherd	Terrill College	0	1	8	4	....	....	8	5	(40)		200	95	....	....	....	....	....	....	(40) 200	95
372	Hiwassee College	Hiwassee College	....	....	5	0	....	....	5	0	....	....	71	0	....	....	....	....	....	....	71	0
373	Jackson	Southwestern Baptist University.	2	0	5	0	0	0	8	0	50	9	137	2	1	0	....	....	26	2	214	13
374	Knoxville	Knoxville College	2	10	8	10	0	0	8	10	45	27	14	1	0	0	0	0	0	0	59	28
375	......do	University of Tennessee	8	0	18	0	2	0	20	0	12	0	199	0	4	0	14	0	....	....	229	0
376	Lebanon	Cumberland University	2	0	4	0	8	0	14	0	80	0	94	0	7	0	94	0	....	....	275	0
377	McKenzie	Bethel College	3	1	4	0	....	....	5	1	120	110	30	15	....	....	....	....	....	....	150	125
378	Maryville	Maryville College	6	2	8	2	0	0	11	3	132	87	62	54	....	....	....	....	....	....	194	141
379	Memphis	Christian Brothers' College	5	0	10	0	....	....	21	0	138	0	80	0	....	....	....	....	32	0	250	0
380	Milligan	Milligan College	2	1	4	1	0	0	6	2	49	28	74	27	0	0	0	0	0	0	123	50
381	Mossy Creek	Carson and Newman College	1	1	7	1	....	....	8	3	66	54	129	73	....	....	....	....	....	....	195	127
382	Nashville	Central Tennessee College	2	1	4	0	21	0	27	1	36	14	8	1	....	....	183	2	....	....	171	15
383	......do	Fisk University	4	11	5	2	1	0	6	17	62	6	40	11	0	0	9	0	106	281	217	298
384	......do	Roger Williams University	4	4	4	1	....	....	5	4	18	6	17	1	0	0	21	0	48	115	104	122
385	......do	Vanderbilt University	0	0	21	0	46	0	66	0	0	0	173	28	27	1	521	0	....	....	651	29
386	Pikeville	People's College	2	1	2	0	....	....	2	1	56	50	24	23	....	....	....	....	....	....	80	73
387	Sewanee	University of the South	5	0	12	0	6	0	21	0	92	0	134	0	3	0	19	0	....	....	248	0
388	Spencer	Burritt College	1	1	2	1	1	0	5	2	37	24	54	48	0	0	16	0	....	5	107	77
389	Sweetwater	Sweetwater College	1	2	2	1	....	....	3	3	20	0	125	0	....	....	....	....	....	....	145	0
390	Tusculum	Greeneville and Tusculum College.	5	1	5	1	....	....	5	1	104	42	25	12	....	....	....	....	....	....	129	54
391	Washington College	Washington College	0	2	8	1	....	....	8	8	60	59	22	20	....	....	....	....	....	....	82	79
	TEXAS.																					
392	Austin	University of Texas	0	0	15	1	2	0	17	1	0	0	151	55	1	0	76	0	0	0	228	55
393	Brownwood	Howard Payne College	2	1	7	2	1	0	9	3	95	105	30	18	....	....	12	0	....	....	125	123
394	Fort Worth	Fort Worth University	4	5	3	3	....	....	7	8	80	75	28	19	....	....	....	....	....	....	108	94
395	Galveston	St. Mary's University	2	0	5	0	....	....	7	0	35	0	90	0	....	....	....	....	....	....	125	195
396	Georgetown	Southwestern University	3	2	7	0	....	....	10	7	188	71	120	105	....	....	....	....	....	....	308	0
397	Italy	Hope Institute	0	1	8	1	....	....	8	2	80	35	47	53	....	....	....	....	23	9	100	97
398	Marshall	Wiley University	5	5	....	....	1	0	6	5	142	195	....	....	....	....	10	0	....	....	142	195
399	Sherman	Austin College	2	0	4	0	0	0	6	0	60	0	63	0	0	0	0	0	0	0	123	0
400	Tehuacana	Trinity University	2	3	5	0	2	0	7	5	125	75	37	38	....	....	25	0	....	3	167	116
401	Thorp's Spring	Add-Ran Christian University	1	1	8	0	2	0	9	5	30	25	175	125	2	1	15	6	....	....	219	156
402	Waco	Baylor University*	1	8	20	6	0	0	20	6	125	79	322	161	0	0	0	0	0	0	447	210
403	......do	Paul Quinn College	2	3	2	3	1	0	3	4	13	12	4	7	....	....	5	0	74	87	96	106

* Statistics of 1889–90.

a Name changed to South Carolina College.

TABLE 8.—*Statistics of universities and colleges for men only and for both sexes, for 1890-91*—Continued.

	Location.	Name of school.	Professors and instructors.								Students.											
			Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.		Professional departments.		Other departments.		Total number (excluding duplicates).	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	UTAH.																					
404	Salt Lake City	University of Deseret[a]	9	0	8	0	......	....	18	2	47	48	13	4	......	......	......	......	121	102	181	154
	VERMONT.																					
405	Burlington	University of Vermont and State Agricultural College.	0	0	23	0	20	0	41	0	0	0	153	28	0	0	203	0	......	......	356	28
406	Middlebury	Middlebury College	0	0	9	0	0	0	9	0	0	0	42	16	0	0	0	0	0	0	42	16
	VIRGINIA.																					
407	Ashland	Randolph-Macon College	8	2	17	0	......	....	25	2	138	0	159	0	......	......	......	......	......	......	297	0
408	Charlottesville	University of Virginia	0	0	22	0	14	0	35	0	0	0	253	0	0	0	238	0	......	......	479	0
409	Emory	Emory and Henry College	2	0	8	0	0	0	10	0	33	0	100	0	0	0	0	0	0	0	133	0
410	Hampden Sidney	Hampden Sidney College	0	0	7	0	0	0	7	0	0	0	145	0	2	0	0	0	0	0	147	0
411	Lexington	Washington and Lee University.	0	0	14	0	2	0	16	0	0	0	172	0	3	0	55	0	......	......	230	0
412	Richmond	Richmond College	0	0	9	0	1	0	10	0	0	0	163	0	0	0	14	0	0	0	177	0
413	Salem	Roanoke College	10	0	10	0	0	0	11	0	24	0	87	0	1	0	0	0	18	0	130	0
	WASHINGTON.																					
414	Colfax	Colfax College	2	3	2	3	......	....	2	3	5	6	6	8	......	......	......	......	......	......	11	14
415	Seattle	University of Washington	3	2	3	3	......	....	6	5	89	87	15	12	......	......	......	......	36	74	140	173
416	Vancouver	St. James College	2	0	1	0	1	0	5	0	85	0	6	0	......	......	4	0	43	0	138	0
417	Walla Walla	Whitman College	5	3	4	3	......	....	6	5	74	35	15	11	......	......	......	......	3	42	92	88
	WEST VIRGINIA.																					
418	Bethany	Bethany College	......	....	9	1	......	....	0	1	......	....	123	50	2	0	......	......	......	......	125	50

410	Flemington	West Virginia College........	3	1	3	0	1	0	4	1	33	6	3	1	0	0	1	0	......	......	37	7
420	Morgantown	West Virginia University....	4	0	12	0	2	0	19	0	107	0	80	6	......	......	25	0	......	......	199	6
	WISCONSIN.																					
421	Appleton	Lawrence University..........	10	4	10	4	0	0	10	4	59	33	37	28	0	2	......	......	......	......	96	63
422	Beloit.................	Beloit College................	10	0	15	0	0	0	18	0	231	0	132	0	......	......	......	......	......	......	344	0
423	Franklin	Mission House	7	0	7	0	3	0	15	0	31	0	49	0	0	0	22	0	......	......	102	0
424	Madison..............	University of Wisconsin	0	0	53	6	17	0	56	6	0	0	457	192	b30	c24	170	4	89	0	746	220
425	Milton................	Milton College	4	3	5	1	......	......	5	3	60	50	35	30	......	......	......	......	......	......	95	80
426	Milwaukee	Marquette College	1	0	11	0	......	......	12	0	24	0	208	0	......	......	......	......	......	......	232	0
427	Ripon.................	Ripon College.................	8	4	8	4	......	......	6	4	66	63	21	14	......	......	......	......	......	15	87	92
428	St. Francis..........	Seminary of St. Francis of Sales.	......	......	6	0	5	0	11	0	......	......	140	0	......	......	120	0	......	......	260	0
429	Watertown..........	Northwestern University	3	1	5	0	0	0	8	0	60	0	48	0	......	......	......	......	60	17	168	17
	WYOMING.																					
430	Laramie.............	University of Wyoming......	6	1	7	1	......	......	13	2	21	18	5	8	0	0	0	0	11	12	37	38

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a Name changed to University of Utah.

b Includes 17 nonresidents.

c Includes 13 nonresidents.

TABLE 9.—DIVISION A.—*Statistics of colleges for women for 1890-91.*

	Location.	Name of school.	Professors and instructors.						Students.								
			Preparatory department.		Collegiate department.		Total number.		Preparatory department.	Collegiate department.	Graduate department.	Other departments.	Total number.	Number pursuing courses leading to—			Special or partial courses.
			Male.	Female.	Male.	Female.	Male.	Female.						A. B. degree.	B. S. degree.	B. L. degree.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	CALIFORNIA.																
1	Mills College	Mills College	2	13	8	12	5	20	172	11	1	0	184	2	0	5	0
	MARYLAND.																
2	Baltimore	Woman's College of Baltimore	10	17	12	11	14	18	285	75	0	0	360	......	0	0	......
	MASSACHUSETTS.																
3	Cambridge	Society for the Collegiate Instruction of Women.	0	0	63	0	63	0	0	174	......	......	174	50	......	......	......
4	Northampton	Smith College	0	0	10	19	19	21	0	486	4	61	551	257	20	172	37
5	South Hadley	Mount Holyoke Seminary and College	0	0	0	32	0	32	0	85	......	204	289	38	31	16	......
6	Wellesley	Wellesley College	0	0	7	75	7	75	0	693	10	0	703	301	297	0	95
	NEW JERSEY.																
7	Princeton	Evelyn College	......	8	23	1	24	7	18	22	......	3	43	7	......	......	15
	NEW YORK.																
8	Aurora	Wells College	......	......	4	10	4	10	16	43	0	23	82	27	2	3	11
9	Elmira	Elmira College	0	7	8	8	8	11	70	78	2	67	217	52	12	0	......
10	Le Roy	Ingham University*	0	5	0	11	0	16	86	20	......	......	106	......	......	......	......
11	New York	Barnard College	0	0	18	1	18	1	0	40	12	......	52	16	0	0	24
12	......do	Rutgers Female College	0	4	4	10	4	14	28	43	0	0	71	11	0	11	18
13	Poughkeepsie	Vassar College	0	0	7	16	10	20	0	282	1	46	329	282	0	0	......
	OHIO.																
14	Cleveland	Cleveland College for Women	0	0	11	3	11	3	0	45	0	0	45	17	......	......	......
	PENNSYLVANIA.																
15	Bryn Mawr	Bryn Mawr College	0	0	16	8	16	8	0	127	11	0	138	122	0	0	5

* Statistics of 1889-90.

TABLE 9.—DIVISION B.—*Statistics of colleges for women for 1890–91.*

	Location.	Name of school.	Professors and instructors.			Students.													Number of graduates in 1890–91.
			Male.	Female.	Total.	Primary department.	Preparatory department.	Academic department.	Collegiate department.	Graduate department.	Other departments.	Total number.	Pursuing courses leading to— A. B. degree.	B. S. degree.	Ph. B. degree.	M. E. L. degree.	Other first degrees.	Music.	Art.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	ALABAMA.																			
1	Athens	Athens Female College	1	9	10	28	15	.....	130	.....	.....	173	12	.....	.....	118	.....	80	30	21
2	Huntsville	Huntsville Female College	1	14	15	12	25	14	197	6	.....	254	92	.....	.....	46	30	223	74	38
3	......do	Huntsville Female Seminary *	1	4	5	.....	20	.....	20	.....	.....	40	.....	.....	.....	.....	.....	.....	.....	3
4	Marion	Judson Female Institute	2	12	14	12	29	.....	141	3	.....	185	.....	.....	.....	.....	.....	121	29	17
5	......do	Marion Female Seminary	1	7	8	.....	.....	.....	.....	.....	.....	110	.....	.....	.....	.....	.....	.....	.....	19
6	Tuscaloosa	Central Female College	1	5	6	35	.....	40	75	.....	.....	150	3	.....	.....	5	.....	52	20	10
7	......do	Tuscaloosa Female College	0	8	8	28	0	48	105	0	39	220	.....	.....	.....	.....	.....	.....	.....	22
8	Tuskegee	Alabama Conference Female College	2	10	12	20	40	80	90	.....	.....	170	.....	0	0	.....	0	90	30	45
	CALIFORNIA.																			
9	San Jose	College of Notre Dame	0	20	20	22	28	32	16	2	.....	100	5	4	4	3	.....	84	58	9
10	Santa Rosa	Santa Rosa Ladies' College	0	6	6	10	10	20	4	.....	.....	44	.....	.....	.....	.....	.....	14	20	1
	CONNECTICUT.																			
11	Waterbury	Congregation de Notre Dame	.....	.....	.....	60	48	38	14	.....	.....	160	.....	.....	.....	.....	.....	60	.....	4
	GEORGIA.																			
12	Athens	Lucy Cobb Institute	1	10	11	2	.....	12	111	.....	.....	125	.....	.....	.....	.....	.....	.....	.....	22
13	Cuthbert	Andrew Female College	2	10	12	.....	54	.....	124	.....	.....	178	92	.....	.....	32	.....	99	31	12
14	Dalton	Dalton Female College	2	8	10	.....	50	.....	70	.....	.....	120	60	.....	.....	10	.....	40	8	2
15	Forsyth	Monroe Female College	2	8	10	.....	50	.....	45	.....	.....	95	40	5	.....	.....	.....	20	15	8
16	La Grange	La Grange Female College	5	11	16	.....	52	47	103	8	3	213	.....	.....	.....	.....	.....	162	43	22
17	......do	Southern Female College	5	20	25	.....	.....	.....	.....	.....	.....	230	.....	.....	.....	.....	.....	228	71	16

* Statistics of 1889–90.

TABLE 9.—DIVISION B.—*Statistics of colleges for women for 1890-91*—Continued.

	Location.	Name of school.	Professors and instructors.			Students.														Number of graduates in 1890-91.
													Pursuing courses leading to—							
			Male.	Female.	Total.	Primary department.	Preparatory department.	Academic department.	Collegiate department.	Graduate department.	Other departments.	Total number.	A. B. degree.	B. S. degree.	Ph. B. degree.	M. E. L. degree.	Other first degrees.	Music.	Art.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	GEORGIA—continued.																			
18	Macon	Wesleyan Female College	7	10	17	......	......	......	306	......	......	306	200	......	......	......	12	175	80	58
19	Marietta	Harwood Seminary	3	5	8	31	20	42	48	......	......	141	48	......	......	......	......	30	......	5
20	Rome	Shorter College	4	13	17	......	51	......	169	1	......	221	......	......	......	......	......	110	30	8
21	Thomasville	Young Female College	1	3	4	36	......	......	77	5	......	118	50	......	......	......	......	22	......	8
	ILLINOIS.																			
22	Chicago	Seminary of the Sacred Heart	2	16	18	......	......	......	......	......	......	140	0	0	0	0	6	80	24	6
23	Jacksonville	Illinois Female College	6	8	14	......	26	......	46	......	78	150	......	......	......	......	......	65	17	14
24	do	Jacksonville Female Academy	3	16	19	......	10	......	80	......	17	107	......	......	......	......	......	......	......	......
25	Knoxville	St. Mary's School	2	6	8	6	40	70	7	......	......	123	7	0	0	0	0	81	21	7
26	Rockford	Rockford Seminary*a*	0	20	20	......	70	50	30	1	34	185	15	......	......	......	......	113	13	7
	KANSAS.																			
27	Oswego	College for Young Ladies	0	9	9	6	5	......	20	......	26	57	......	......	......	......	......	31	21	2
28	Topeka	College of the Sisters of Bethany	0	14	14	20	21	......	97	......	37	175	30	......	......	......	......	105	27	4
	KENTUCKY.																			
29	Bowling Green	Potter College	3	14	17	......	......	10	205	......	......	215	156	......	......	......	......	126	46	3
30	Clinton	Clinton College*	0	8	8	......	200	......	25	......	......	225	......	......	......	......	......	......	......	5
31	Danville	Caldwell College	0	8	8	......	45	......	101	......	......	146	......	80	0	0	0	49	5	4
32	Georgetown	Georgetown Female Seminary	4	8	12	......	40	......	87	......	......	127	4	10	......	......	......	40	27	7
33	Glasgow	Liberty Female College	2	6	8	......	......	......	......	......	......	116	......	......	......	......	......	......	......	7
34	Glendale	Lynnland Female College	2	5	7	......	10	20	30	......	......	60	......	4	......	......	......	45	48	4
35	Harrodsburg	Daughters College	3	8	11	......	30	......	100	......	......	130	......	......	......	......	......	......	......	6
36	Lexington	Hamilton Female College	5	11	16	20	20	......	145	......	5	190	......	......	......	......	......	105	29	18

37	do	Sayre Female Institute	2	13	15	114		34	143		14	305	143					49	23	18
38	Millersburg	Millersburg Female College	3	12	15	61	46		95	1		203	19			76		117	26	9
39	Nicholasville	Jessamine Female Institute	0	10	10	20	35	46	18	2	44	165						63	24	16
40	Owensboro	Owensboro Female College	3	5	8							58						40	18	
41	Pewee Valley	Kentucky College for Young Ladies	1	8	9	27	18		36		6	87						31	15	
42	Russellville	Logan Female College	1	8	9	42	38		73		23	176	18	24		31		67	22	5
43	Shelbyville	Stuart Female College	0	6	6							72						20	4	3
44	Stanford	Stanford Female College	1	5	6		20	40	22			82	10			12		20	4	6
45	Winchester	Winchester Female College	1	6	7	30	40	20	29			119	1			15		40	10	4
46	Woodburn	Cedar Bluff Female College*	0	12	12							51								7
	LOUISIANA.																			
47	Clinton	Silliman Female Collegiate Institute	2	6	8	20	23		83			126	6	20		10		48	6	5
48	Mansfield	Mansfield Female College*	2	7	9		20	25	55			100								12
	MAINE.																			
49	Deering	Westbrook Seminary and Female College	4	5	9			70	80			150					25			22
50	Kents Hill	Maine Wesleyan Seminary and Female College.	9	4	13		72	248	15			335	15					110	39	45
	MARYLAND.																			
51	Frederick	Frederick Female Seminary	1	8	9		22		82			104				9		42	24	9
52	Lutherville	Lutherville Female Seminary	5	6	11				87	5	13	105						93	35	19
	MASSACHUSETTS.																			
53	Auburndale	Lasell Seminary for Young Ladies	9	22	31	0	16		53	1	92	162						110	14	14
	MINNESOTA.																			
54	Albert Lea	Albert Lea College	1	8	9		24		21			45	3	18				24		4
	MISSISSIPPI.																			
55	Blue Mountain	Blue Mountain Female College	6	12	18	25	20		150		8	203	40			100		116	17	5
56	Brookhaven	Whitworth Female College	3	5	8	4	16		121			141	0		0	20		93	13	20
57	Clinton	Central Female Institute	2	7	9	21	15	25	56		6	123						38	26	11
58	Columbus	Industrial Institute and College	1	16	17			248	108			356	64	44				137	151	10
59	Corinth	Corinth Female College	0	7	7	35	30	35	8			108						30	28	3
60	Meridian	East Mississippi Female College	1	8	9	27	16		82			125	7			68		44	16	7
31	Oxford	Union Female College	1	5	6							75			0	0		30	32	4
62	Pontotoc	Chickasaw Female College*	2	4	6		30		24			54								
63	Port Gibson	Port Gibson Female College	1	5	6	20	25		55			100	20			35		40	10	5
64	Shuqualak	Shuqualak Female College	1	6	7	16	20		64			100			64			39	17	8
65	Starkville	Starkville Female Institute	1	7	8	30	30	50	80			190						20	21	9
66	Summit	Lea Female College	1	4	5			10	47			57	0	0	0	30	0	2	0	3

*Statistics of 1889-'90.

a Name changed to Rockford College.

TABLE 9.—DIVISION B.—*Statistics of colleges for women for 1890 91*—Continued.

	Location.	Name of school.	Professors and instructors.			Students.														Numer of graduates in 1890-91.
			Male.	Female.	Total.	Primary department.	Preparatory department.	Academic department.	Collegiate department.	Graduate department.	Other departments.	Total number.	Pursuing courses leading to— A. B. degree.	B. S. degree.	Ph. B. degree.	M. E. L. degree.	Other first degrees.	Music.	Art.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	MISSOURI.																			
67	Columbia	Christian Female College	4	6	10	33	21	......	92	......	......	146	....	....	....	....	......	86	20	9
68	......do	Stephens College	5	8	18	......	28	......	100	......	......	128	25	15	....	40	......	75	23	12
69	Fayette	Howard Female College	3	9	12	24	26	45	70	2	20	187	8	....	....	8	......	74	26	8
70	Fulton	Synodical Female College	2	8	10	24	20	......	96	......	......	140	60	....	....	....	......	82	33	11
71	Independence	Kansas City Ladies' College	0	9	9	44	15	......	21	......	......	80	....	....	....	....	......	32	6	1
72	Jennings	St. Louis Seminary	1	6	7	......	......	......	......	......	......	30	....	....	....	....	......	......	....	5
73	Lexington	Baptist Female College	3	6	9	20	......	40	45	2	......	107	....	....	....	....	......	45	34	6
74	......do	Central Female College	4	12	16	10	12	30	108	3	......	163	....	2	....	....	90	67	20	8
75	......do	Elizabeth Aull Female Seminary	4	8	12	......	......	......	......	......	......	91	....	....	....	....	......	......	....	2
76	Mexico	Hardin College	8	6	14	......	53	......	110	......	......	163	110	0	0	0	0	110	28	1
77	St. Charles	Lindenwood College for Young Ladies	0	11	11	......	......	11	59	......	16	86	....	....	....	....	......	......	....	9
	NEW HAMPSHIRE.																			
78	Tilton	New Hampshire Conference Seminary and Female College.	4	5	9	......	......	......	......	......	......	130	....	....	....	3	3	28	13	30
	NEW JERSEY.																			
79	Bordentown	Bordentown Female College	5	6	11	......	......	29	......	......	......	29	0	0	0	0	0	26	5	....
	NEW YORK.																			
80	Brooklyn	Packer Collegiate Institute	5	45	50	51	307	203	133	12	......	796	0	0	0	0	0	796	60	30
	NORTH CAROLINA.																			
81	Asheville	Asheville Female College	3	7	10	......	21	......	122	......	......	146	56	50	....	....	......	118	15	3

82	Dallas	Gaston College	3	4	7	13	7	14	28			62	28	0	0	0	0	40	18	4
83	Greensboro	Greensboro Female College	3	15	18							210						120	60	81
84	Hickory	Claremont College	2	9	11		28	46	1		9	84	1				7	42	21	3
85	Lenoir	Davenport Female College	1	5	6	32	28		18			78	0	0	0	0	0	12	8	0
86	Louisburg	Louisburg Female College	2	6	8	19	30		47			96	43				4	43	7	10
87	Murfreesboro	Chowan Baptist Female Institute	2	6	8							82								8
88	do	Wesleyan Female College	2	2	4							55					8			8
89	Oxford	Oxford Female Seminary	2	8	10		30	40	50			120						70	18	10
90	Salem	Salem Female Academy	4	29	33		40		282	1		323	1					285	89	87
91	Thomasville	Thomasville Female College	2	3	5	25	21	21	6			73						13		
92	Wilson	Wilson Collegiate Institute*	2	4	6							98								3
	OHIO.																			
93	Cincinnati	Bartholomew English and Classical School	2	13	15	15	25		93		18	151								4
94	do	Cincinnati Wesleyan College				11		19	33	3		66	14	19			83	25	15	4
95	Glendale	Glendale Female College	1	12	13	5	24		48		27	104	40	0	0	0	0	47	25	9
96	Granville	Granville Female College	2	8	10							90						30	15	1
97	do	Shepardson College	2	10	12	8	44		26		50	128	5	8	5	0	3			6
98	Oxford	Oxford College	2	20	22			21	74	2	81	178	20	17			37	92	25	87
99	Painesville	Lake Erie Female Seminary	2	20	22							147						50	80	5
	PENNSYLVANIA.																			
100	Allentown	Allentown Female College	1	7	8	13	39	16	32	1		101								5
101	Bethlehem	Moravian Seminary for Young Ladies	3	12	15		16		101	0		117	84					70	18	7
102	Chambersburg	Wilson College	4	16	20		39		78		82	199	78					154	38	12
103	Lititz	Linden Hall Seminary	3	10	13		12	52				64	2					52	9	9
104	Mechanicsburg	Irving Female College	1	8	9	4	6	20	0	0		30				10		16	6	4
105	Ogontz School	Ogontz School for Young Ladies	8	20	28							126								
106	Pittsburg	Pittsburg Female College	1	7	8		41		70			111								7
	SOUTH CAROLINA.																			
107	Columbia	Columbia Female College	4	7	11		10		140			150	5	0	0	14	0	50	20	19
108	do	South Carolina College for Women	8	10	18		47		53		20	120	20							
109	Due West	Due West Female College	1	10	11	44			110			154	13					60	27	13
110	Gaffney City	Cooper-Limestone Institute	2	5	7	25			105	3		133						81	35	16
111	Greenville	Greenville Female College	2	10	12	24	32		162		27	245	14				1	95	20	15
112	Walhalla	Walhalla Female College	1	2	3	15	30	40	40			125	40					20		0
113	Williamston	Williamston Female College	3	9	12	15	48		60			123	60	0	0	0	0	49	22	7
	TENNESSEE.																			
114	Bristol	Sullins College	3	10	13	71	65		116			252	88	28				112	21	6
115	Brownsville	Brownsville Female College	2	9	11	34	70	29	44		10	187	3	6	0	4	11	53	9	20
116	do	Union Female Seminary	0	4	4	12	30		32			74						21	1	2
117	Columbia	Columbia Athenæum	4	16	20							159								
118	Franklin	Tennessee Female College	2	6	8	22	9	31	54			116	32			15	7	29	9	
119	Gallatin	Howard Female College	0	13	13	20	22		88			130				24		78	34	28
120	Jackson	Memphis Conference Female Institute	2	12	14		33		124			157						114	26	32

* Statistics of 1889–90.

	Location.	Name of school.	Professors and instructors.			Students.														Number of graduates in 1890-91.
			Male.	Female.	Total.	Primary department.	Preparatory department.	Academic department.	Collegiate department.	Graduate department.	Other departments.	Total number.	Pursuing courses leading to—					Music.	Art.	
													A. B. degree.	B. S. degree.	Ph. B. degree.	M. E. L. degree.	Other first degrees.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	TENNESSEE—continued.																			
121	McMinnville	Cumberland Female College	2	3	5		43		75			118								15
122	Murfreesboro	Soule College	3	7	10		30		180			210	50	20						8
123	Nashville	Nashville College for Young Ladies	9	18	27							413						195	53	11
124	do	Ward's Seminary for Young Ladies	0	18	18	40	60	72	143	10		325						182	60	25
125	Pulaski	Martin Female College	1	8	9	13	19	20	44	5		101						82	16	11
126	Rogersville	Synodical Female College	2	11	13	40	24		121			185						60	34	3
127	Shelbyville	Shelbyville Female College				30	55		40			125	4			6		37	20	6
128	Somerville	Somerville Female Institute	2	2	4	50			57			107						30	14	10
129	Winchester	Mary Sharp College	2	8	10		19		43		19	81	43					23	18	8
	TEXAS.																			
130	Belton	Baylor Female College	4	16	20	10	40	117	130	3		300	80	100				258	57	11
131	Chappell Hill	Chappell Hill Female College	3	6	9	28		21	59			108	34			25		52	16	9
132	Waco	Waco Female College*	2	12	14		43	51	92			186								22
	VIRGINIA.																			
133	Abingdon	Martha Washington College	3	14	17	19	15	52	75			161	40	25		10		132	18	8
134	do	Stonewall Jackson Institute	1	8	9	20		9	50			79	1	1				35	9	0
135	Charlottesville	Albemarle Female Institute	2	4	6				55			55					5	38	10	8
136	Christiansburg	Montgomery Female College*	2	5	7		25		54			79								6
137	Danville	Danville College for Young Ladies	3	7	10	42			86		22	150	0	0	0	0	86	96	37	11
138	do	Roanoke Female College	3	5	8		18		57	2	8	85	0	0	0	0		60	20	8
139	Glade Spring	Southwest Virginia Institute	2	17	10							172						180	22	0
140	Hollins	Hollins Institute	8	13	21		17		200			217						198	55	17
141	Marion	Marion Female College	0	10	10		30	30	48	4		107						29	13	5

142	Norfolk	Norfolk College for Young Ladies	3	20	23	35	85	......	230	......	......	350	......	......	......	......	......	100	18	18
143	Petersburg	Southern Female College	3	9	12	12	......	......	75	......	......	87	......	......	......	75	......	20	3	1
144	Richmond	Richmond Female Seminary	8	14	22	......	......	......	......	......	......	173	......	......	......	......	......	......	......	......
145	Staunton	Staunton Female Seminary	4	7	11	......	......	......	70	......	......	70	......	......	......	......	......	35	22	5
146	......do	Virginia Female Institute	2	11	13	5	......	25	93	......	......	123	......	......	......	......	......	62	45	4
147	......do	Wesleyan Female Institute	6	12	18	30	40	40	20	4	36	170	......	......	......	......	......	130	40	12
148	Winchester	Episcopal Female Institute*	5	4	9	......	13	14	42	5	......	74	......	......	......	......	......	......	......	11
149	......do	Valley Female College	1	6	7	......	......	......	......	......	......	60	4	......	......	......	......	40	18	4
	WEST VIRGINIA.																			
150	Parkersburg	Parkersburg Seminary	1	2	8	......	......	......	......	......	......	85	......	......	......	......	......	......	......	......
	WISCONSIN.																			
151	Fox Lake	Downer College	0	5	5	......	......	......	35	......	......	35	3	3	......	......	......	11	11	......
152	Milwaukee	Milwaukee College	4	7	11	......	110	......	10	......	......	120	10	......	......	......	......	15	3	0

*Statistics of 1889–90.

PROFESSIONAL SCHOOLS.

TABLE 10.—*Statistics of schools of medicine for 1890-91.*

	Post-office address.	Name.	Dean.	Professors and instructors.		Students.		Length of course.			
				Resident in city or building containing institution.	Nonresident.	Different persons matriculating during year.	Graduating at close of year.	Years in course of the school.	Years of study with a physician.	Weeks in the regular annual course.	Weeks in the spring or complementary course.
	1	2	3	4	5	6	7	8	9	10	11
		PREPARATORY.									
1	Portland, Me	Portland School for Medical Instruction	William Lawrence Dana	12	0	35	0	....	0	26	0
2	Chapel Hill, N. C	Preparatory School of Medicine of the University of North Carolina.	Richard H. Whitehead	3	0	12	0	1	0	36	0
		UNDERGRADUATE.									
		Regular.									
3	Mobile, Ala	Medical College of Alabama	George A. Ketchum	14	0	148	39	3	(*a*)	23	0
4	Little Rock, Ark	Medical Department, Arkansas Industrial University.	James A. Dibrell, jr	17	0	92	22	2	3	20	0
5	Los Angeles, Cal	The College of Medicine of the University of Southern California.	J. P. Widney	23	0	34	4	4	0	33	0
6	San Francisco, Cal	Cooper Medical College*	Henry Gibbons, jr	19	1	128	41	3	....	20	16
7	......do	Medical Department of the University of California.	Robert A. McLean	22	1	84	13	3	0	22	10
8	Boulder, Colo	Medical Department of the University of Colorado.	J. H. Kimball	7	7	16	5	3	3	36	0
9	Denver, Colo	Gross Medical College	John Chase, president	20	0	38	8	3	3	28	0
10	......do	Medical Department, University of Denver.	J. C. Davis	21	0	55	8	3	1	28	0
11	New Haven, Conn	Medical Department of Yale University	Herbert E. Smith	17	3	63	15	3	0	34	0
12	Washington, D. C	Medical Department of Howard University.	T. B. Hood	11	0	107	33	3	0	24	0
13	......do	Medical and Dental Departments, National University.	H. H. Barker	20	9	35	55	3	0	28	0
14	......do	Medical Department, Georgetown University.	G. L. Magruder	25	0	124	30	3	0	31	0

15	......do	Medical Department of the Columbian University.	A. F. A. King	15	0	158	24	3	(c)	20	
16	Atlanta, Ga	Atlanta Medical College	H. V. M. Miller	14	0	163	81	2	1	20	0
17	......do	Southern Medical College*	W. P. Nicholson	13	0	84	33	2	....	22	0
18	......do	The Woman's Medical College of Georgia and Training School for Nurses.	J. W. Stone	14	0	16	7	2	1	20	0
19	Augusta, Ga	Medical Department of the University of Georgia.	Edward Geddings	15	0	120	51	2	3	23	0
20	Chicago, Ill	Northwestern University Medical College (Chicago Medical College).	Nathan Smith Davis	32	0	274	69	3	4	30	0
21	......do	College of Physicians and Surgeons of Chicago.	A. Reeves Jackson	30	8	153	42	3	3	26	16
22	......do	Rush Medical College	E. L. Holmes, president	46	0	581	180	3	1	26	8
23	Chicago, Ill. (337, 339 S. Lincoln st.).	Woman's Medical College of Chicago	Charles Warrington Earle	46	0	117	30	3	1	28	0
24	Quincy, Ill	Chaddock Medical College	Temporarily suspended	....	....	....	....	....	....	....	....
25	Fort Wayne, Ind	Fort Wayne College of Medicine (Medical Department of Taylor University).	C. B. Stemen	12	2	43	13	3	3	24	9
26	Indianapolis, Ind	Central College of Physicians and Surgeons.	S. E. Earp	20	2	42	17	3	d1	24	0
27	......do	The Medical College of Indiana	Elijah S. Elder	21	2	165	39	4	4	26	0
28	Des Moines, Iowa	Iowa College of Physicians and Surgeons (Medical Department of Drake University).	Lewis Schooler	13	2	26	3	3	1	24	0
29	Iowa City, Iowa	Medical Department of the State University of Iowa.	W. F. Peck	14	7	144	21	3	1	24	0
30	Keokuk, Iowa	The College of Physicians and Surgeons	J. C. Hughes	5	9	96	32	3	1	24	0
31	Louisville, Ky	Hospital College of Medicine, Medical Department of the Central University of Kentucky	James Lewis Howe	13	0	178	51	3	1	29	12
32	......do	Kentucky School of Medicine	William H. Wathen	18	0	400	154	2	3	20	0
33	......do	Louisville Medical College*	J. A. Ireland	8	0	302	103	3	....	20	0
34	......do	University of Louisville, Medical Department.*	J. M. Bodine	10	0	325	145	3	....	20	0
35	New Orleans, La	Medical Department, Tulane University of Louisiana.	Stanford E. Chaillé	25	0	380	105	2	1	24	0
36	......do	New Orleans University Medical School	G. W. Hubbard, acting dean	5	1	19	....	3	0	20	0
37	Brunswick, Me	Medical School of Maine, at Bowdoin College.	Alfred Mitchell, secretary	2	6	99	29	3	3	20	0
38	Baltimore, Md	College of Physicians and Surgeons of Baltimore.	Thomas Opie	8	1	462	110	e3	1	24	16
39	......do	Faculty of Physic of the University of Maryland.	Is. Edmondson Atkinson	25	0	259	88	3	0	24	0
40	......do	Baltimore Medical College	David Streett	20	0	124	52	2	2	28	f4
41	......do	Baltimore University School of Medicine	Thomas B. Evans	17	0	76	32	2	1	26	12
42	......do	Woman's Medical College of Baltimore	Randolph Winslow	20	0	22	6	3	0	28	0
43	Boston, Mass	College of Physicians and Surgeons	Albert Nott	8	8	67	20	3	0	25	0
44	......do	Medical School of Harvard University	Henry P. Bowditch	71	3	328	65	3 and 4	0	37	0

*For 1889-90. *a* One or more. *b* In medicine: there were three graduates in dentistry in addition. *c* Most of the students being clerks in Government employ during the day, the office study with a physycian is not an absolute requirement. *d* Previous to attending lectures. *e* One of these is a year of reading medicine. *f* During September.

TABLE 10.—*Statistics of schools of medicine, for 1890-91*—Continued.

	Post-office address.	Name.	Dean.	Professors and instructors.		Students.		Length of course.			
				Resident in city or building containing institution.	Nonresident.	Different persons matriculating during year.	Graduating at close of year.	Years in course of the school.	Years of study with a physician.	Weeks in the regular annual course.	Weeks in the spring or complementary course.
	1	2	3	4	5	6	7	8	9	10	11
		UNDERGRADUATE—Continued.									
		Regular—Continued.									
45	Ann Arbor, Mich	Medical Department of the University of Michigan.	C. L. Ford	25	0	375	101	4	0	36	0
46	Detroit, Mich	Detroit College of Medicine	The. A. McGraw, president.	33	0	170	50	3	0	26	10
47	do	Michigan College of Medicine and Surgery*	J. J. Mulheson	18	0	80	18	2, 3	....	24	8
48	Minneapolis, Minn	College of Medicine and Surgery, University of Minnesota.	Perry H. Millard	18	8	138	19	3	3	32	0
49	do	Minneapolis College of Physicians and Surgeons.	J. T. Moore	17	1	21	2	3	0	28	0
50	Columbia, Mo	Medical Department of Missouri University.	A. W. McAlester	8	3	30	5	3	0	40	0
51	Kansas City, Mo	Kansas City Medical College	Jefferson D. Griffith	23	0	80	22	2	3	26	0
52	do	University Medical College of Kansas City	Charles W. Adams	24	0	96	30	3	4	26	(*a*)
53	St. Joseph, Mo	Ensworth Medical College*	W. I. Heddens	16	1	47	11	2, 3	....	20	....
54	do	Northwestern Medical College	F. A. Simmons, president.	12	0	48	16	3	1	20	3
55	St. Louis, Mo	Beaumont Hospital Medical College	W. B. Outten	17	0	92	19	3yr. 7m	2	28	6
56	do	Missouri Medical College and St. Louis Post-Graduate School of Medicine.	P. G. Robinson	46	0	*b*264	110	3	1	25	12
57	do	St. Louis College of Physicians and Surgeons.*	James O. Broadhead	19	0	155	55	3	1	24	....
58	do	St. Louis Medical College (hereafter Medical Department Washington University).	Henry H. Mudd	32	0	68	18	3	0	20	9
59	Lincoln, Nebr	Cotner University Medical Department	William S. Latta	9	7	14	2	3	3	26	0
60	Omaha, Nebr	Omaha Medical College	Donald Macrae	19	3	43	8	3	0	26	0
61	Hanover, N. H	Dartmouth Medical College	C. P. Frost	3	11	88	34	3	3	20	25
62	Albany, N. Y	Albany Medical College (Medical Department of Union University).	Willis G. Tucker, register.	36	1	103	42	3	3	30	0

63	Brooklyn, N. Y.	Long Island College Hospital	Alexander J. C. Skene	30	0	255	82	3	3	24	12
64	Buffalo, N. Y.	Medical Department of Niagara University.	Alvin A. Hubbell, secretary.	17	1	49	9	3	3	28	8
65	do	Medical Department of the University of Buffalo.	Matthew D. Mann	43	1	214	70	3	3	22	8
66	New York, N. Y.	Bellevue Hospital Medical College	Austin Flint, secretary	24	0	547	152	2	3	26	12
67	do	The College of Physicians and Surgeons in the city of New York (Medical Department of Columbia College).	James Woods McLane	51	0	534	131	3	3	31	0
68	do	University of the City of New York, Medical Department.	Charles Inslee Pardee	47	0	695	208	3	3	23	10
69	do	Woman's Medical College of the New York Infirmary for Women and Children.	Emily Blackwell	38	0	82	16	3	0	32	0
70	Syracuse, N. Y.	College of Medicine of Syracuse University.	Henry D. Didama	24	2	54	13	3	0	32	0
71	Raleigh, N. C.	Leonard Medical School (Shaw University).	James McKee	7	0	48	6	4	0	22	0
72	Cincinnati, Ohio	Cincinnati College of Medicine and Surgery.	R. C. Stockton Reed	19	1	88	24	2	1	22	8
73	do	Medical College of Ohio	W. W. Seely	10	0	240	94	3	3	22	6
74	do	Miami Medical College of Cincinnati	W. H. Taylor	23	1	98	30	3	3	26	5
75	do	The Woman's Medical College of Cincinnati.	G. A. Facklar	16	0	14	2	3	*c*1	25	0
76	Cleveland, Ohio	Medical Department Wooster University.	M. Rosenwasser	22	0	58	25	*d*4	(*d*)	22	0
77	do	Western Reserve University, Medical Department.	H. H. Powell, registrar*	19	0	121	*45	3		22	12
78	Columbus, Ohio	Columbus Medical College	J. W. Hamilton	13	3	104	38	2	2	26	12
79	do	Starling Medical College	Starling Loving	16	0	157	54	2	3	22	0
80	Toledo, Ohio	Northwestern Ohio Medical College*	A. R. Smart	22	0	20	5	3	1	26	0
81	do	Toledo Medical College	J. H. Pooley	20	2	37	8	3	1	26	
82	Portland, Oregon	Medical Department of the Willamette University.	Richmond Kelly	17	1	26	4	3		25	4
83	do	Medical Department, University of the State of Oregon.	S. E. Josephi	20	0	19	3	3	0	24	3
84	Philadelphia, Pa.	Department of Medicine, University of Pennsylvania.	James Tyson	65	0	582	131	3	0	28	6
85	do	The Jefferson Medical College of Philadelphia	J. W. Holland	51	0	577	188	3	0	26	6
86	do	Medico-Chirurgical College of Philadelphia.	Peter D. Keyser	31	4	123	35	3	0	28	3
87	Philadelphia, Pa. (21st and North College ave.)	Woman's Medical College of Pennsylvania.	Clara Marshall	30	0	185	37	3 and 4	0	30	0
88	Pittsburg, Pa.	Western Pennsylvania Medical College	James B. Murdoch	40	0	175	52	3	0	26	10
89	Charleston, S. C.	Medical College of the State of South Carolina.	R. A. Kinloch	9	0	56	18	3	4	25	0
90	Chattanooga, Tenn	Chattanooga Medical College (Medical Department of U. S. Grant University).	E. A. Cobleigh	22	0	86	13	2	1	28	0
91	Memphis, Tenn.	Memphis Hospital Medical College	F. L. Sim	16	0	220	89	2	1	20	6

* For 1889–90.

a "Teaching clinics continued during the intermission."

b Of these perhaps twenty are post-graduate students.

c Previous to entering college.

d One year may be with a physician

TABLE 10.—*Statistics of schools of medicine, for 1890-91*—Continued.

	Post-office address.	Name.	Dean.	Professors and instructors.		Students.		Length of course.			
				Resident in city or building containing institution.	Nonresident.	Different persons matriculating during year.	Graduating at close of year.	Years in course of the school.	Years of study with a physician.	Weeks in the regular annual course.	Weeks in the spring or complementary course.
	1	2	3	4	5	6	7	8	9	10	11
		UNDERGRADUATE—continued.									
		Regular—Continued.									
92	Nashville, Tenn	Medical Department University of Tennessee (Nashville Medical College).	Duncan Eve	13	2	294	121	2	1	20	0
93	do	Medical Departments of the University of Nashville and Vanderbilt University.*	W. L. Nichol, registrar	12	0	278	128	2	....	24	....
94	Nashville, Tenn	Meharry Medical Department of Central Tennessee College.	G. W. Hubbard	13	0	80	18	3	0	20	0
95	Galveston, Tex	School of Medicine, University of Texas	J. F. Y. Paine	15	0	(*a*)	(*a*)	3	1	30	0
96	Burlington, Vt	Medical Department of the University of Vermont.	A. P. Grinnell	8	13	212	*49	3	3	20	16
97	Richmond, Va	Medical College of Virginia	J. S. Dorsey Cullen	19	0	48	14	2	1	25	0
98	University of Virginia	The Department of Medicine of the University of Virginia.	William M. Thornton, chairman.	11	0	103	14	1	0	31	0
		Eclectic.									
99	San Francisco, Cal	California Medical College*	D. Maclean	12	0	41	6	3	1	24	12
100	Atlanta, Ga	Georgia College of Eclectic Medicine and Surgery.*	Joseph Adolphus	7	0	46	16	2	....	20	0
101	Chicago, Ill	Bennett College of Eclectic Medicine and Surgery.	A. L. Clark	16	3	81	24	3	4	26	0
102	Indianapolis, Ind	Indiana Eclectic Medical College*	W. R. Adkinson	10	8	50	18	3	1	24	0
103	Des Moines, Iowa	Iowa Eclectic Medical College	John Cooper	8	3	82	11	4	1	24	0
104	St. Louis, Mo	American Medical College	E. Younkin	14	1	120	33	2	1	20	20
105	New York, N. Y	Eclectic Medical College of the City of New York.	G. W. Boskowitz	17	6	88	19	3	4	26	0
106	Cincinnati, Ohio (box 413)	American Eclectic Medical College	T. Kirby Dawson	11	0	69	16	3	1	20	0

107	Cincinnati, Ohio	Eclectic Medical Institute	John M. Scudder	14	2	253	75	3	1	40	0
		Homeopathic.									
108	San Francisco, Cal	Hahnemann Hospital College	G. E. Davis	21	0	82	4	3	3	25	0
109	Chicago, Ill	Chicago Homeopathic Medical College	J. S. Mitchell	25	1	121	54	3	4	24	0
110	do	Hahnemann Medical College and Hospital*	E. S. Bailey	30	0	232	96	2	1	24	0
111	Iowa City, Iowa	Homeopathic Medical Department, State University of Iowa.	A. C. Cowperthaite	5	3	44	17	3	4	26	0
112	Boston, Mass	Boston University School of Medicine	I. Tisdale Talbot	24	13	109	27	4	4	30	0
113	Ann Arbor, Mich	Homeopathic Medical College of the University of Michigan.	Henry L. Obetz	16	2	71	18	3	1	36	0
114	Minneapolis, Minn	Department of Homeopathic Medicine and Surgery, University of Minnesota.	H. W. Brazie	7	7	16	4	3	4	32	0
115	Kansas City, Mo	Kansas City Homeopathic Medical College	Peter Diederich	16	3	29	6	4	1	27	8
116	St. Louis, Mo	Homeopathic Medical College of Missouri	William C. Richardson	18	0	35	10	3	1	30	0
117	New York, N. Y	New York Homeopathic Medical College and Hospital.	Timothy F. Allen	38	1	146	44	3	3	24	(*b*)
118	do	New York Medical College and Hospital for Women.	Phoebe J. B. Waite	21	1	40	9	3	0	26	0
119	Cincinnati, Ohio	Pulte Medical College	C. D. Crank	15	2	62	20	3	1	24	0
120	Cleveland, Ohio	Homeopathic Hospital College of Cleveland.	John C. Sanders	16	2	62	8	3	0	24	2
121	Philadelphia, Pa	Hahnemann Medical College and Hospital	A. R. Thomas	24	0	221	60	3	0	24	10
		Physio-Medical.									
122	Chicago, Ill. (696 W. Van Buren st.).	Chicago Physio-Medical College	J. E. Roop	12	2	22	5	3	1	26	0
123	Indianapolis, Ind	Physio-Medical College of Indiana	C. T. Bedford, secretary	13	7	37	18	3	1	26	0
		GRADUATE.									
124	Chicago, Ill	Chicago Ophthalmic College	H. M. Martin	5	0	85	....	....	....	4	....
125	do	Chicago Polyclinic	Trueman W. Miller	30	0	201	....	....	....	6	....
126	do	Post-Graduate Medical School, of Chicago.	Henry P. Newman	30	3	75	....	....	....	....	....
127	Indianapolis, Ind	Indiana Opthalmic College	C. C. Loder	6	0	34	....	....	....	4	....
128	New Orleans, La	New Orleans Polyclinic	J. H. Bemis, president	14	0	56	....	....	....	8	....
129	St. Louis, Mo	St. Louis Post-Graduate School of Medicine, united with the Missouri Medical College in 1889.		....	....	....	....	....	....	....	....
130	New York, N. Y. (214 and 218 34th st.).	New York Polyclinic	John A. Wyeth	18	0	440	....	....	....	39	13
131	New York, N. Y	New York Post-Graduate Medical School and Hospital.	Clarence C. Rice	95	5	469	....	....	....	40	12
132	Cincinnati, Ohio (534 Race st.).	The Cincinnati Polyclinic*	Charles A. L. Reed	24	0	11	....	....	....	....	....
133	Philadelphia, Pa	Philadelphia Polyclinic and College for Graduates in Medicine.*	S. Solis Cohen, secretary	63	0	102	....	....	....	....	....

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*For 1889–90.

a Organized October 5, 1891.

b Fall course of two weeks.

TABLE 11.—*Statistics of schools of dentistry, for 1890-91.*

	Post-office address.	Name.	Dean.	Professors and instructors.		Students.		Length of course.			
				Resident in city or building containing institution.	Nonresident.	Different persons matriculating during year.	Graduating at close of year.	Years in course of the school.	Years of study with a dentist.	Weeks in the regular annual course.	Weeks in the spring course.
	1	2	3	4	5	6	7	8	9	10	11
1	San Francisco, Cal	College of Dentistry, University of California.	Louis Lane Dunbar	26	8	63	16	3	(*a*)	36	0
2	Denver, Colo	Dental Department, University of Denver	Thomas Gaddes	11	0	12	5	2	0	28	0
3	Washington, D. C	Dental Department, National University	H. H. Barker	......	......	......	3	3	3	28	0
4	do	Dental Department of Howard University	John F. R. Defour	9	0	7	2	3	3	24	0
5	do	Dental Department of the Columbian University.	A. F. A. King	17	0	19	2	8	*b*2	20	8
6	Chicago, Ill. (78 State st.)	American College of Dental Surgery	I. Clendenen, secretary	9	2	187	54	3	1	27	12
7	Chicago, Ill	Northwestern College of Dental Surgery	Robert W. Clarkson	10	2	14	3	2	3	24	6
8	do	University Dental College, Department of Northwestern University.*	John S. Marshall	37	0	26	10	8	......	30	......
9	Indianapolis, Ind	Indiana Dental College	J. N. Hurty	17	6	96	39	3	2	20	4
10	Iowa City, Iowa	Dental Department of the State University of Iowa.	H. O. Hunt	11	9	184	58	2	1	24	13
11	Louisville, Ky	Louisville College of Dentistry, Dental Department of the Central University of Kentucky.	James Lewis Howe	10	1	133	26	3	1	26	12
12	Baltimore, Md	Baltimore College of Dental Surgery	R. B. Winder	40	0	224	76	8	0	22	22
13	do	Dental Department, University of Maryland.	Ferdinand J. S. Gorgas	10	8	163	64	8	2	24	26
14	Boston, Mass	Boston Dental College*	John A. Follette	21	0	80	27	8	......	40	0
15	do	The Dental Department of Harvard University.	Thomas H. Chandler	18	10	34	17	8	0	40	0
16	Ann Arbor, Mich	College of Dental Surgery of the University of Michigan.	J. Taft	5	2	132	29	3	0	36	0
17	Minneapolis, Minn	College of Dentistry, Department of Medicine, University of Minnesota.	William Xavier Sudduth	26	0	87	7	8	0	32	0
18	Kansas City, Mo	Kansas City Dental College	C. B. Hewitt, president	15	7	107	43	8	0	20	0
19	St. Louis, Mo	Missouri Dental College	Henry H. Mudd	22	0	90	27	2	0	23	0
20	New York, N. Y	New York College of Dentistry	Frank Abbott	28	5	288	85	8	8	30	......

21	Cincinnati, Ohio	The Ohio College of Dental Surgery (Dental Department of the University of Cincinnati).	H. A. Smith	10	3	208	75	8	0	25	6
22	Philadelphia, Pa	Department of Dentistry, University of Pennsylvania.	James Trueman	27	10	206	86	2	0	30	10
23	do	Pennsylvania College of Dental Surgery	C. N. Peirce	17	0	252	92	3	0	22	16
24	do	Philadelphia Dental College*	James E. Garretson	15	11	319	114	3		40	0
25	Nashville, Tenn	Dental Department, University of Tennessee.		(*c*)	(*c*)	(*c*)	7	2	2	22	0
26	do	Meharry Dental Department of Central Tennessee College.	G. W. Hubbard	7	0	5	1	3	0	20	0
27	do	Dental Department of Vanderbilt University.	W. H. Morgan	8	8	135	44	2	0	20	4

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*For 1889-'90.

a The student may substitute one year of study with a dentist for the work of the first year of this college.

b Twenty-seven months of infirmary practice.

c Included in statistics for Medical College of the University.

TABLE 12.—*Statistics of schools of pharmacy, for 1890-91.*

	Post-office address.	Name.	Dean.	Professors and instructors.		Students.		Length of course.			
				Resident in city or building containing institution.	Non-resident.	Different persons matriculating during year.	Graduating at close of year.	Years in course of the school.	Years of study with a pharmacist.	Weeks in the regular annual course.	Weeks in the spring or complementary course.
	1	2	3	4	5	6	7	8	9	10	11
1	San Francisco, Cal	The California College of Pharmacy (Department of the University of California).	W. M. Searby	9	0	103	15	2	4	26	0
2	Denver, Colo	College of Pharmacy, University of Denver.	J. A. Sewall	4	0	13	4	2	4	....	....
3	Washington, D. C	National College of Pharmacy	H. E. Kalusowski	6	0	48	20	2	4	24	0
4	do	Pharmaceutical Department of Howard University.	T. B. Hood	4	0	7	2	4	....	24	0
5	Chicago, Ill	Chicago College of Pharmacy	N. Gray Bartlett	7	0	238	43	2	4	28	0
6	do	Illinois College of Pharmacy*	Oscar Oldborg	7	0	183	43	2	....	20	....
7	La Fayette, Ind	School of Pharmacy of Purdue University.	Arthur L. Green	4	3	65	22	2	0	24	0
8	Des Moines, Iowa	Iowa College of Pharmacy	Lewis Schooler	6	0	17	3	2	1	20	0
9	Iowa City, Iowa	Department of Pharmacy of the State University of Iowa.	Emil L. Boerner	6	1	44	2	2	3	24	0
10	Lawrence, Kans	School of Pharmacy of the University of Kansas.	Lucius E. Sayre	*a*6	0	36	6	2	2	20	0
11	Louisville, Ky	Louisville College of Pharmacy	Fred. C. Miller, sr	8	0	72	21	2	4	22	22
12	do	Louisville School of Pharmacy for Women	J. P. Barnum	3	0	52	3	3	3	22	20
13	New Orleans, La	Pharmacy Department of the Medical Department of Tulane University.	Stanford E. Chaillé	3	0	*b*33	13	2	2	24	0
14	Baltimore, Md	Maryland College of Pharmacy	John W. Geiger, secretary	8	0	125	30	2	4	24	8
15	Boston, Mass	Massachusetts College of Pharmacy	C. C. Williams, secretary	9	0	270	27	2	4	32	0
16	Ann Arbor, Mich	School of Pharmacy of the University of Michigan.	Albert B. Prescott	10	0	91	30	2	0	39	0
17	Minneapolis, Minn	Minnesota College of Pharmacy	J. T. Moore	5	0	4	1	2	4	26	0
18	Kansas City, Mo	Kansas City College of Pharmacy	Emory Lanphear	6	0	52	12	2	4	20	0
19	St. Louis, Mo	St. Louis College of Pharmacy	James M. Good	5	0	142	40	2	4	22	0
20	Albany, N. Y	Albany College of Pharmacy (Department of Union University).	Alfred B. Huested	8	0	69	24	2	4	22	0
21	Buffalo, N. Y	Department of Pharmacy, University of Buffalo.	Willis G. Gregory	9	0	74	18	2	4	22	0

22	New York, N. Y. (209-213 E. 23d st.).	College of Pharmacy of the City of New York.	Samuel W. Fairchild, president.	8	0	282	119	2	4	25	0
23	Cincinnati, Ohio (356-360 Court st.).	Cincinnati College of Pharmacy	Charles T. P. Fennel	6	0	80	24	2	4	26	0
24	Columbus, Ohio	School of Pharmacy of Ohio State University.	George B. Kauffman	16	0	21	6	3	....	42	0
25	Philadelphia, Pa	Philadelphia College of Pharmacy	John M. Maisch	7	0	600	179	2	4	23	12
26	Pittsburg, Pa	Pittsburg College of Pharmacy	Julius A. Koch	3	0	51	8	2	4	20	0
27	Columbia, S. C	College of Pharmacy of the University of South Carolina.*	W. B. Burney	10	0	25	1	2	2	40	0
28	Nashville, Tenn	Meharry Pharmaceutical Department, Central Tennessee College.	G. W. Hubbard	5	0	9	3	2	4	20	0
29	......do	Vanderbilt University School of Pharmacy.	James M. Safford	5	2	22	3	2	4	36	0
30	Madison, Wis	School of Pharmacy of the University of Wisconsin.	Frederick B. Power	5	0	56	16	2	4	27	10

* For 1889-90.

a Four of these are connected with collegiate department.

b Six of these were also students of medicine.

	Post-office.	Name of school.	Dean.	Professors and instructors.		Students.		Length of course.			
				Resident in city or building containing institution.	Non-resident.	Different persons matriculating during year.	Graduating at close of year.	Years in course of the school.	Years of study with a physician.	Weeks in the regular annual course.	Weeks in the spring or complementary course.
	1	2	3	4	5	6	7	8	9	10	11
1	Chicago, Ill	Chicago Veterinary College	R. J. Withers	16	0	170	78	2	1	20	0
2	Boston, Mass	School of Veterinary Medicine of Harvard University.	Charles P. Lyman	21	0	23	9	3	0	27	0
3	Detroit, Mich	Veterinary Department of the Detroit College of Medicine. *a*	E. C. Skinner, secretary	....	....	....	....	....	....	....	....
4	Minneapolis, Minn	The Northwestern Veterinary College		....	....	....	....	....	....	....	....
5	New York, N. Y. (139-141 W. 54th st.).	American Veterinary College	A. F. Liautard	15	0	132	40	2	*b*1	26	0
6	New York, N. Y. (332 E. 27th st.).	New York College of Veterinary Surgeons.	William T. White	11	3	104	36	3	3	22	0
7	Columbus, Ohio	School of Veterinary Medicine, Ohio State University.	H. J. Detmers, secretary	8	0	14	0	3	0	37	0
8	Philadelphia, Pa	Department of Veterinary Medicine, University of Pennsylvania.	John Marshall	21	0	70	13	3	0	34	0
9	Columbia, S. C	Department of Veterinary Science of the University of South Carolina.	....	....	....	....	....	....	....	....	....
				92	3	513	176	....	....	....	....

a Opened September, 1891. *b* Previous to entering.

TABLE 14.—*Statistics of nurse training schools, for 1890-91.*

	Post-office address.	Name.	Superintendent.	Instructors.		Students.			Length of course.	
				Male.	Female.	Male.	Female.	Graduated during year.	Years.	Weeks in year.
	1	2	3	4	5	6	7	8	9	10
1	San Francisco, Cal	San Francisco Training School for Nurses	Eugenia A. Hurd	1	9	0	46	13	2	52
2	New Haven, Conn	Connecticut Training School for Nurses	Mrs. L. W. Quintard	0	8	0	66	25	1½	50
3	Washington, D. C	Washington Training School for Nurses	H. L. E. Johnson, secretary	7	0	0	39	2	3	28
4	Chicago, Ill	Illinois Training School for Nurses	Edith A. Draper	0	3	0	115	46	2	52
5	Indianapolis, Ind	Flower Mission Training School for Nurses	Miss Florence Hutcheson	10	2	0	18	8	2	52
6	Boston, Mass	Boston City Hospital Training School for Nurses	Miss Lucy L. Drown	0	17	0	125	30	2	50
7	do	Boston Training School for Nurses (Massachusetts General Hospital).	Miss M. B. Brown	19	3	0	71	13	2	52
8	Roxbury, Mass	New England Hospital for Woman and Children	Gertrude Montfort	0	1	0	20	9	1½	......
9	Somerville, Mass	McLean Asylum Training School for Nurses	Miss Lucia E. Woodward	4	5	30	36	21	2	35
10	Worcester, Mass	Training School of the City Hospital of the City of Worcester.	L. L. Jaquith	16	2	1	32	7	2	50
11	Detroit, Mich	Farrand Training School for Nurses (Harper Hospital).	Mrs. L. E. Gretter	0	4	0	50	25	2	40
12	Grand Rapids, Mich	Union Benevolent Association Home and Hospital Training School.	Mrs. L. J. Chase	21	2	0	25	6	2	40
13	Minneapolis, Minn	Nurse's Training School of the Northwestern Hospital.	Cora B. Roberts	0	5	0	21	8	2	36
14	St. Louis, Mo	St. Louis Training School for Nurses	Miss Emma Louise Warr	0	2	0	32	9	2	50
15	Orange, N. J	Orange Training School for Nurses (Memorial Hospital).	Mrs. C. H. Pike	0	1	0	38	14	2	52
16	Paterson, N. J	Paterson General Hospital Training School for Nurses.	Margaret Orr	0	1	0	10	3	2	50
17	Brooklyn, N. Y	Brooklyn Homeopathic Hospital Training School for Nurses.	Harriet C. Camp	10	2	0	43	16	2	52
18	do	Brooklyn Maternity and New York State School for Training Nurses.	Miss S. A. Allen	8	1	0	7	7	1	52
19	do	Brooklyn Training School for Nurses	M. Isabella Merritt	10	5	0	28	12	2	52
20	do	Buffalo General Hospital Training School for Nurses.	Miss Lois M. Masten	14	1	0	53	11	2	50
21	do	Training School for Nurses of the Buffalo State Hospital.*	Judson B. Andrews	4	0	19	22	18	1	48
22	New York, N. Y	Mount Sinai Training School for Nurses	Miss Anna L. Alston	0	2	0	52	22	2	50
23	do	New York City Training School for Nurses, Charity Hospital.	Louise Darche	1	1	22	57	25	2	52

* For 1889-'90.

TABLE 14.—*Statistics of nurse training schools, for 1890-91*—Continued.

	Post-office address.	Name.	Superintendent.	Instructors.		Students.			Length of course.	
				Male.	Female.	Male.	Female.	Graduated during year.	Years.	Weeks in year.
	1	2	3	4	5	6	7	8	9	10
24	New York, N. Y	New York Hospital Training School for Nurses	Irene H. Sutliffe	0	1	0	116	34	2	52
25	New York, N. Y. (Station F).	New York Training School for Nurses (Bellevue Hospital).	Agnes S. Brennan	4	2	0	62	20	2	52
26	New York, N. Y	St. Luke's Hospital Training School for Nurses	Miss Anna C. Maxwell	....	6	*0	*23	12	2	....
27	Rochester, N. Y	Training School for Nurses (Rochester City Hospital).	Helen Lincoln Gamwell	0	8	0	38	16	2	50
28	Syracuse, N. Y	Syracuse Training School for Nurses	Miss Dora Traylen	0	1	0	14	5	2	52
29	Philadelphia, Pa	Philadelphia Hospital Training School for Nurses.	Marion E. Smith	0	2	0	85	45	1, 2	50
30	......do	Philadelphia Lying-in Charity and Nurses School.	Annie L. Lippincott	0	1	0	30	8	1	52
31	......do	Woman's Hospital Training School for Nurses	Anna M. Fullerton	2	3	0	50	21	2	52
32	Pittsburg, Pa	Pittsburg Training School for Nurses	Miss Margarite P. Wright.	0	1	0	40	9	2	50
33	Providence, R. I	Rhode Island Hospital Training School for Nurses.	Edith P. Johnson	15	1	0	43	9	2	40
34	Burlington, Vt	Mary Fletcher Hospital Training School for Nurses	Mrs. D. M. Whitcomb	5	1	1	30	0	2	4

* For 1889-90.

TABLE 15.—*Statistics of schools of theology, for 1890–91.*

	Post-office address.	Name.	Dean or president.	Professors and instructors.		Students.		Length of course.	
				Resident in city or building containing institution.	Non-resident.	Different persons in attendance during the year.	Number graduating or completing full course of study at close of year.	Years in theological course proper.	Weeks in each year.
	1	2	3	4	5	6	7	8	9
1	Talladega, Ala	Talladega College (Cong.)*	H. S. De Forest	1	0	10	2	3	34
2	Tuscaloosa, Ala	Institute for Training Colored Ministers (Presb.)	C. A. Stillman, supt	2	0	23	3	4	42
3	Oakland, Cal	Pacific Theological Seminary (Cong.)	Joseph A. Benton	4	0	29	6	3	36
4	San Anselmo, Cal	San Francisco Theological Seminary (Presb.)	Robert Mackenzie	5	1	14	7	3	32
5	San Fernando, Cal	Maclay College of Theology (M. E.)	Robert A. Maclay	2	1	10	4	3	37
6	Denver, Colo	Matthews Hall (P. Epis.)	John F. Spaulding	1	0	2	2	3	
7	Hartford, Conn	Hartford Theological Seminary (Cong.)	Chester D. Hartranft	12	2	66	19	3	32
8	New Haven, Conn	Divinity School of Yale University (Cong.)	George E. Day	9	6	142	43	3	35
9	Washington, D. C	Catholic University of America	John J. Keane	9	0	35	0	4	36
10	do	Theological Department of Howard University (undenominational).	J. L. Ewell	9	1	37	9	3	32
11	do	Wayland Seminary (Bapt.)	G. M. P. King	6	0	41	2	3	35
12	Atlanta, Ga	Atlantic Baptist Seminary	Samuel Graves	3	0	66	4	2	40
13	do	Gammon Theological Seminary (M. E.)	Wilbur P. Thirkield	4	0	79	12	3	32
14	Bourbonnais, Ill	St. Viateur's College (R. C.)	M. J. Marsile			24	3	4	40
15	Chicago, Ill. (81 Ashland Boulevard).	Chicago Theological Seminary (Cong.)	Franklin Woodbury Fisk	15	0	167	49	3	30
16	Chicago, Ill	**McCormick Theological Seminary of the Presbyterian Church.**	Herrick Johnson	10	0	173	54	3	30
17	do	Western Theological Seminary (P. E.)	W. E. McLaren	8	3	27	7	3, 5	35
18	Eureka, Ill	Bible Department of Eureka College (Disciples of Christ)	B. C. Beweese, Principal	1	0	71	0	3	39
19	Evanston, Ill	Garrett Biblical Institute (M. E.)	Henry Bascom Ridgaway	7	0	198	38	3	36
20	do	Swedish Theological School of the M. E. Church	Albert Ericson	2	0	22	10	3	40
21	do	Norwegian Danish Theological School (M. E.)	N. E. Simonsen	1	0	24	5	3	34
22	Galena, Ill	German-English College (M. E.)	Fr. Schaub	1	0	16	2	3	38
23	Galesburg, Ill	Ryder Divinity School (Univ.)	N. White	5	0	18	1	4	39
24	Mendota, Ill	Wartburg Seminary (Luth.)	(No response for 2 years)						

*For 1889–'90.

TABLE 15.—*Statistics of schools of theology, for 1890-91*—Continued.

	Post-office address.	Name.	Dean or president.	Professors and instructors.		Students.		Length of course.	
				Resident in city or building containing institution.	Non-resident.	Different persons in attendance during the year.	Number graduating or completing full course of study at close of year.	Years in theological course proper.	Weeks in each year.
	1	2	3	4	5	6	7	8	9
25	Morgan Park, Ill	Chicago Baptist Union Theological Seminary	George W. Northrup	12	0	151	24	3	30
26	Naperville, Ill	Union Biblical Institute (Ev. Asso.)	Bishop Thomas Bowman	3	1	28	2	2, 3	39
27	Rock Island, Ill	Augustana Theological Seminary (Ev. Luth.)	Olof Olsson	4	0	42	17	2	36
28	Springfield, Ill	Concordia College (Germ. Ev. Luth.)	R. Pieper	4	0	100	22	3	43
29	Upper Alton, Ill	School of Theology, Shurtleff College (Bapt.)	A. A. Kendrick	3	0	14	0	2	40
30	Greencastle, Ind	School of Theology, De Pauw University (M. E.)	Hillary A. Gobin	5	3	89	3	3	40
31	Merom, Ind	Union Christian College (Christian)	L. J. Aldrich	14	1	193	3	3	38
32	St. Meinrad, Ind	St. Meinrad's Abbey (R. C.)	Fintan Mundwiler	7	0	46	6	4	41
33	Davenport, Iowa	Griswold College Theological Department (P. E.)	William Stevens Perry	4	1	4	1	3	39
34	Des Moines, Iowa	Bible College of Drake University	Alvin I. Hobbs	5	0	62	9	2	40
35	Dubuque, Iowa	German Presbyterian Theological School of the Northwest.	Godfrey Moery	3	0	33	0	3	32
36	do	Wartburg Seminary of the Evangelical Lutheran Synod of Iowa.	Sigin Fritschel	3	0	46	11	3	40
37	Mount Pleasant, Iowa	Theological Course of the German College (M. E.)	John Schlagenhauf	1	0	14	2	3	36
38	Oscaloosa, Iowa	Bible Department Oscaloosa College (Christian)	A. M. Haggard			23	4	4	39
39	Danville, Ky	Theological Seminary of the Presbyterian Church	Stephen Yerkes, senior professor.	6	0	10	0	3	33
40	Lexington, Ky	Theological course of the College of the Bible	Robert Graham	3	0	141	18	4	40
41	Louisville, Ky	Southern Baptist Theological Seminary	John A. Broadus	6	0	166	10	3	32
42	New Orleans, La	Gilbert Haven School of Theology (M. E.)	L. G. Adkinson	3	0	16	0	1, 2	32
43	do	Theological Course of Leland University (Bapt.)	Edward C. Mitchell	2	0	25	0	3	33
44	do	Theological Department of Straight University (Cong.)	G. W. Henderson	2	0	6	0	3	32
45	Bangor, Me	Bangor Theological Seminary (Cong.)	F. B. Denis, secretary	5	0	34	0	3	36
46	Lewiston, Me	Cobb Divinity School (Free Bapt.)	John Fullenton	4	0	20	3	3	38
47	Baltimore, Md	Theological Seminary of St. Sulpice and St. Mary's University (R. C.).	A. Magnien	11	0	200	20	4	40
48	do	Theological Course of Morgan College (M. E.)	Francis J. Wagner	3	0	8	4	3	33

49	Ilchester, Md	The Redemptionist College of Ilchester (R. C.)	Elias Fred. Schauer	7	0	77	9	4½	46
50	Mount St. Marys'	Mount St. Mary's Theological Seminary (R. C.)	Edward P. Allen	9	3	35	8	4	39
51	Westminster, Md	Westminster Theological Seminary (M. P.)	James Thomas Ward	5	0	36	6	3	30
52	Andover, Mass	Andover Theological Seminary (Cong. and Presb.)	Egbert C. Smyth	9	3	63	12	3	36
53	Boston, Mass	Boston Theological Seminary (Department of Boston University).	Marcus D. Buell	8	0	140	26	3	38
54	Cambridge, Mass	Divinity School of Harvard University (Nonsect.)	Charles Carroll Everett	8	0	42	6	3	40
55	do	Episcopal Theological School (P. E.)	William Lawrence	7	0	47	11	3	36
56	do	New Church Theological School	Theodore F. Wright	1	3	11	0	3	32
57	Newton Center, Mass	Newton Theological Institution (Bapt.)	Alvah Hovey	10	0	74	18	3	35
58	Tufts College, Mass	Tufts College Divinity School (Universalist)	Thomas J. Sawyer	7	3	36	4	3	36
59	Adrian, Mich	School of Theology, Adrian College (M. P.)	G. B. McElroy	3	0	38	2	4	39
60	Hillsdale, Mich	Theological Department of Hillsdale College (F. W. Bapt.)	Ransom Dunn	4	0	46	8	3	40
61	Holland, Mich	Western Theological Seminary (Ref. Ch. in Am.)	John W. Beardslee, sec'y	2	0	8	4	3	32
62	Collegeville, Minn	St. John's Seminary (R. C.)	Bernard Loenikar	4	0	16	4	3	40
63	Faribault, Minn	Seabury Divinity School (P. E.)	H. B. Whipple	10	0	27	4	3	37
64	Minneapolis, Minn	Augsburg Seminary (Luth.)	Georg Sverdrup	5	0	72	31	3	32
65	Parker, Minn	Luther Seminary *	J. B. Frick	3	2	39	5	3	42
66	Red Wing, Minn	Red Wing Norwegian Evangelical Lutheran Seminary *	H. H. Bergsland	2	0	17	6	3	34
67	Cape Girardeau, Mo	St. Vincent's Theological Seminary (R. C.)	F. V. Nugent	2	0	35	2	6	20
68	Liberty, Mo	Jeremiah Vardeman School of Theology (Bapt.)	W. R. Rothwell	1	0	90	0	6	40
69	St. Louis, Mo	Concordia Theological Seminary (Luth.)	Francis Pieper	5	0	143	34	3	40
70	do	Theological Seminary of the German Evangelical Synod of North America (Eden College).	Louis F. Haeberle	3	1	67	24	3	39
71	Warrington, Mo	Central Weslepan College (M. E.)	H. A. Koch	2	0	31	6	3	38
72	Crete, Nebr	German Theological Seminary (Cong.)	E. G. L. Mannhardt	2	0	8	3	3	39
73	Santee Agency, Nebr	Santee Normal Training School (Cong.)	Alfred L. Riggs	2	1	16	0	4	40
74	Bloomfield, N. J	German Theological School of Newark (Presb.)	Chester E. Knox	4	0	a14	2	3	36
75	Madison, N. J	Drew Theological Seminary (M. E.)	Henry A. Buttz	5	1	128	38	3	35
76	New Brunswick, N. J	Seminary of the Reformed (Dutch) Church in America	Samuel M. Woodbridge	5	2	41	14	3	33
77	Princeton, N. J	Theological Seminary of the Presbyterian Church in the United States.	W. H. Green, senior professor.	9	0	174	46	3	34
78	South Orange, N. J	Seminary of the Immaculate Conception (R. C.)	W. M. Wigger	3	0	24	4	4	42
79	Allegany, N. Y	St. Bonaventure's College and Seminary (R. C.)	Joseph Butler	6	0	35	10	5	42
80	Auburn, N. Y	Auburn Theological Seminary (Presb.)	E. A. Huntington, professor and librarian.	8	0	50	16	3	35
81	Canton, N. Y	Canton Theological School (Union)	Isaac Morgan Atwood	4	2	31	11	3, 4	40
82	Hamilton, N. Y	Hamilton Theological Seminary (Bapt.)	H. Hannay, secretary	7	6	51	15	3	39
83	Hartwick Seminary, N. Y	Hartwick Seminary (Luth.)	William Hull	5	1	b13	1	3	39
84	New York, N. Y	General Theological Seminary of the Protestant Episcopal Church in the United States.	Eugene Augustus Hoffman.	9	1	120	29	3	40
85	do	Union Theological Seminary in the city of New York (Presb.)	Thomas S. Hastings	10	0	158	38	3	34
86	Rochester, N. Y	Rochester Theological Seminary (Bapt.)	Augustus H. Strong	6	0	101	22	3	35
87	Standfordville, N. Y	Christian Biblical Institute	J. B. Webster						
88	Troy, N. Y	St. Joseph's Provincial Seminary (R. C.)	Henry Gabriels	7	0	160	17	4	40
89	Charlotte, N. C	Theological Department of Biddle University (Presb.)		5	0	15			
90	Raleigh, N. C	Theological Department of St. Augustine Normal School and College Institute (P. E.).	A. B. Hunter	2	0	9	0	3	32
91	do	Shaw University (Bapt.)	N. M. Tupper	1	0	45	1	4	34

* For 1889-90.

a This does not include 34 students in the academic department who are also candidates for the ministry.
b Not including 8 candidates for the ministry in classical department.

	Post-office address.	Name.	Dean or president.	Professors and instructors.		Students.		Length of course.	
				Resident in city or building containing institution.	Non-resident.	Different persons in attendance during the year.	Number graduating or completing full course of study at close of year.	Years in theological course proper.	Weeks in each year.
	1	2	3	4	5	6	7	8	9
92	Trinity College, N. C.	Theological Department of Trinity College	....	1	0	20	......	......	......
93	Berea, Ohio	Theological Department of German Wallace College (M. E.).	....	2	0	27	......	......	......
94	Carthagena, Ohio	St. Charles Borromeo Seminary (R. C.)	H. Dreer	......	......	......	8	3	36
95	Cincinnati, Ohio	Hebrew Union College	Isaac M. Wise	6	0	45	5	4	44
96	......do	Lane Theological Seminary (Presb.)	L. J. Evans, chairman	5	0	41	18	3	34
97	Cleveland, Ohio	St. Mary's Theological Seminary (R. C.)	N. A. Moer	4	0	39	4	6	42
98	Columbus, Ohio	Theological Seminary of the Evangelical Lutheran Synod of Ohio and other States.	M. Loy	3	0	39	14	3	40
99	Dayton, Ohio	United Biblical Seminary (United Breth.)	George A. Funkhauser	4	0	53	13	3	32
100	Gambier, Ohio	Theological Seminary of the Diocese of Ohio (P. E.)	H. W. Jones	3	1	25	0	3	40
101	Oberlin, Ohio	Department of Theology in Oberlin College (Cong.)	William G. Ballantine	9	2	96	18	3	30
102	Springfield, Ohio	Theological Department of Wittenburg College (Ev. Luth.).	....	4	0	17	......	......	......
103	Tiffin, Ohio	Heidelberg Theological Seminary (Ref. Ch.)	David Van Horne	3	0	13	5	3	32
104	Wilberforce, Ohio	Theological Department of Wilberforce University (A. M. E.).	....	......	......	6	......	......	......
105	Xenia, Ohio	Xenia Theological Seminary (United Presb.)	James Harper	4	0	32	9	3	28
106	Salem, Oregon	Theological Department of Willamette University (M. E.).	George Whitaker	3	0	11	0	2	40
107	Allegheny, Pa	Allegheny Theological Seminary (United Presb.)	James A. Grier	4	7	56	16	3	34
108	......do	Reform Presbyterian Theological Seminary	D. B. Willson	3	0	21	3	4	26
109	......do	Western Theological Seminary (Presb.)	Wm. H. Jeffers, chairman.	5	1	79	20	3	34
110	Beatty, Pa	St. Vincent College and Seminary (R. C.)	Andrew Hintenach	8	0	59	13	3	42
111	Bethlehem, Pa	Moravian College and Theological Seminary	Augustus Schultze	4	0	31	0	2	40
112	Collegeville, Pa	Ursinus College, Theological Department (Ref. Ch.)	Henry W. Superb, acting.	4	1	14	7	3	23
113	Germantown, Pa	St. Vincent's Seminary (R. C.)	James McGill	7	1	72	3	4	40

114	Gettysburg, Pa	Theological Seminary of the General Synod of the Evangelical Lutheran Church.	Milton Valentine	4	1	59	14	3	38
115	Lancaster, Pa	Theological Seminary of the Reformed Church in the United States.	Emanuel V. Gerhart	4	1	46	8	3	34
116	Lincoln University, Pa	Theological Department of Lincoln University (Presb.)	D. E. Shaw	7	1	22	4	3	28
117	Meadville, Pa	Meadville Theological School (Unitarian)	George L. Cary, acting	4	3	32	2	3	38
118	Mount Airy, Pa	Theological Seminary of the Evangelical Lutheran Church in Philadelphia.	C. W. Schaeffer	4	0	89	27	3	35
119	Selins Grove, Pa	Missionary Institute of the Evangelical Lutheran Church	P. Born, superintendent.	2	0	14	0	3	39
120	Overbrook, Pa	Theological Seminary of St. Charles Borromeo (R. C.)	John E. Fitzmaurice	11	1	146	12	6	44
121	Upland, Pa	Crozier Theological Seminary (Bapt.)	Henry G. Weston	7	1	71	15	3	37
122	Villanova, Pa	Theological Department of the Augustinian College of St. Thomas of Villanova (R. C.).	Thomas Cooke Middleton, prefect of studies.	4	1	14	....	4	40
123	Columbia, S. C	Theological Department, Benedict College (Bapt.)*	C. E. Becker	....	....	43	....	....	....
124	......do	Theological Department of Allen University (M. E.)	....	....	....	11	....	....	....
125	......do	Theological Seminary of the Synod of South Carolina and Georgia (Presb.).*	J. D. Tadlock	5	0	25	13	3	32
126	Due West, S. C	Erskine Theological Seminary (Asso. Ref. Presb.)	W. L. Pressly	3	0	11	5	2	36
127	Newberry, S. C	Evangelical Lutheran Theological Seminary	G. W. Holland	3	0	4	1	3	32
128	Orangeburg, S. C	Baker Theological Institute (M. E.)	(Temporarily suspended)	....	....	....	....	....	....
129	Athens, Tenn	School of Theology of U. S. Grant University (M. E.)	Geo. T. Newcomb	2	1	35	4	3	32
130	Lebanon, Tenn	Theological School of Cumberland University (Cumb. Presb.).	Nathan Green	4	3	36	16	2	40
131	Nashville, Tenn	Theological Department, Central Tennessee College (M. E.).	J. Braden	1	3	34	0	2, 3	36
132	......do	Theological Course Fisk University (Cong.)		1	....	9	....	....	....
133	......do	Theological Course of Roger Williams University, (Bapt.).	Alfred Owen	2	0	22	0	3	35
134	......do	Biblical Department of Vanderbilt University (M. E. So.).	Wilbur F. Tillett	7	0	50	6	3	36
135	Sewanee, Tenn	Theological Department of the University of the South (P. E.).	Telfair Hodgson	5	2	19	7	3	40
136	Tehuacana, Tex	Trinity University (Cumb Presb.)	B. D. Cockrill	2	2	25	1	2	39
137	Hampden Sidney, Va	Union Theological Seminary (Presb. So.)	Charles White, intendant.	6	0	73	18	3	36
138	Richmond, Va	Richmond Theological Seminary (Bapt.)	C. H. Carey	4	0	60	5	3	36
139	Theological Seminary, Va	Protestant Episcopal Theological Seminary in Virginia.	Joseph Packard	7	0	63	13	3	40
140	Franklin, Wis	Mission House of the Reformed Church in the United States.	H. A. Muehlmeier	3	0	22	9	3	39
141	Milwaukee, Wis	Evangelical-Lutheran Theological Seminary of the Synod of Wisconsin.	A. Hoenecke	3	0	33	7	3	39
142	Nashotah, Wis	Nashotah House (P. E.)	Walter Russell Gardner	5	0	25	5	3	32
143	St. Francis, Wis	Provincial Seminary of St. Francis of Sales (R. C.)	J. Rainer	18	0	260	32	3	45

*For 1889-90.

TABLE 15.—*Statistics of schools of theology, for 1890-91*—Continued.

	Post-office address.	Name.	Dean or president.	Professors and instructors.		Students.		Length of course.	
				Resident in city or building containing institution.	Non-resident.	Different persons in attendance during the year.	Number graduating or completing full course of study at close of year.	Years in theological course proper.	Weeks in each year.
	1	2	3	4	5	6	7	8	9
92	Trinity College, N. C.	Theological Department of Trinity College		1	0	20			
93	Berea, Ohio	Theological Department of German Wallace College (M. E.).		2	0	27			
94	Carthagena, Ohio	St. Charles Borromeo Seminary (R. C.)	H. Dreer				8	3	36
95	Cincinnati, Ohio	Hebrew Union College	Isaac M. Wise	6	0	45	5	4	44
96	do	Lane Theological Seminary (Presb.)	L. J. Evans, chairman	5	0	41	18	3	34
97	Cleveland, Ohio	St. Mary's Theological Seminary (R. C.)	N. A. Moer	4	0	39	4	6	42
98	Columbus, Ohio	Theological Seminary of the Evangelical Lutheran Synod of Ohio and other States.	M. Loy	3	0	39	14	3	40
99	Dayton, Ohio	United Biblical Seminary (United Breth.)	George A. Funkhauser	4	0	53	13	3	32
100	Gambier, Ohio	Theological Seminary of the Diocese of Ohio (P. E.)	H. W. Jones	3	1	25	0	3	40
101	Oberlin, Ohio	Department of Theology in Oberlin College (Cong.)	William G. Ballantine	9	2	96	18	3	30
102	Springfield, Ohio	Theological Department of Wittenburg College (Ev. Luth.).		4	0	17			
103	Tiffin, Ohio	Heidelberg Theological Seminary (Ref. Ch.)	David Van Horne	3	0	13	5	3	32
104	Wilberforce, Ohio	Theological Department of Wilberforce University (A. M. E.).				6			
105	Xenia, Ohio	Xenia Theological Seminary (United Presb.)	James Harper	4	0	32	9	3	28
106	Salem, Oregon	Theological Department of Willamette University (M. E.).	George Whitaker	3	0	11	0	2	40
107	Allegheny, Pa.	Allegheny Theological Seminary (United Presb.)	James A. Grier	4	7	56	16	3	34
108	do	Reform Presbyterian Theological Seminary	D. B. Willson	3	0	21	3	4	26
109	do	Western Theological Seminary (Presb.)	Wm. H. Jeffers, chairman.	5	1	79	20	3	34
110	Beatty, Pa.	St. Vincent College and Seminary (R. C.)	Andrew Hintenach	8	0	59	13	3	42
111	Bethlehem, Pa.	Moravian College and Theological Seminary	Augustus Schultze	4	0	31	0	2	40
112	Collegeville, Pa.	Ursinus College, Theological Department (Ref. Ch.)	Henry W. Superb, acting.	4	1	14	7	3	33
113	Germantown, Pa.	St. Vincent's Seminary (R. C.)	James McGill	7	1	72	3	4	40

114	Gettysburg, Pa	Theological Seminary of the General Synod of the Evangelical Lutheran Church.	Milton Valentine	4	1	59	14	3	38
115	Lancaster, Pa	Theological Seminary of the Reformed Church in the United States.	Emanuel V. Gerhart	4	1	46	8	3	34
116	Lincoln University, Pa	Theological Department of Lincoln University (Presb.)	D. E. Shaw	7	1	22	4	3	28
117	Meadville, Pa	Meadville Theological School (Unitarian)	George L. Cary, acting	4	3	32	2	3	38
118	Mount Airy, Pa	Theological Seminary of the Evangelical Lutheran Church in Philadelphia.	C. W. Schaeffer	4	0	89	27	3	35
119	Selins Grove, Pa	Missionary institute of the Evangelical Lutheran Church	P. Born, superintendent.	2	0	14	0	3	39
120	Overbrook, Pa	Theological Seminary of St. Charles Borromeo (R. C.)	John E. Fitzmaurice	11	1	146	12	6	44
121	Upland, Pa	Crozier Theological Seminary (Bapt.)	Henry G. Weston	7	1	71	15	3	37
122	Villanova, Pa	Theological Department of the Augustinian College of St. Thomas of Villanova (R. C.).	Thomas Cooke Middleton, prefect of studies.	4	1	14		4	40
123	Columbia, S. C	Theological Department, Benedict College (Bapt.)*	C. E. Becker			43			
124	do	Theological Department of Allen University (M. E.)				11			
125	do	Theological Seminary of the Synod of South Carolina and Georgia (Presb.).*	J. D. Tadlock	5	0	25	13	3	32
126	Due West, S. C	Erskine Theological Seminary (Asso. Ref. Presb.)	W. L. Pressly	3	0	11	5	2	36
127	Newberry, S. C	Evangelical Lutheran Theological Seminary	G. W. Holland	3	0	4	1	3	32
128	Orangeburg, S. C	Baker Theological Institute (M. E.)	(Temporarily suspended)						
129	Athens, Tenn	School of Theology of U. S. Grant University (M. E.)	Geo. T. Newcomb	2	1	35	4	3	32
130	Lebanon, Tenn	Theological School of Cumberland University (Cumb. Presb.).	Nathan Green	4	3	36	16	2	40
131	Nashville, Tenn	Theological Department, Central Tennessee College (M. E.).	J. Braden	1	3	34	0	2, 3	36
132	do	Theological Course Fisk University (Cong.)		1		9			
133	do	Theological Course of Roger Williams University, (Bapt.).	Alfred Owen	2	0	22	0	3	35
134	do	Biblical Department of Vanderbilt University (M. E. So.).	Wilbur F. Tillett	7	0	50	6	3	36
135	Sewanee, Tenn	Theological Department of the University of the South (P. E.).	Telfair Hodgson	5	2	19	7	3	40
136	Tehuacana, Tex	Trinity University (Cumb Presb.)	B. D. Cockrill	2	2	25	1	2	39
137	Hampden Sidney, Va	Union Theological Seminary (Presb. So.)	Charles White, intendant.	6	0	73	18	3	36
138	Richmond, Va	Richmond Theological Seminary (Bapt.)	C. H. Carey	4	0	60	5	3	36
139	Theological Seminary, Va	Protestant Episcopal Theological Seminary in Virginia.	Joseph Packard	7	0	63	13	3	40
140	Franklin, Wis	Mission House of the Reformed Church in the United States.	H. A. Muehlmeier	3	0	22	9	3	39
141	Milwaukee, Wis	Evangelical-Lutheran Theological Seminary of the Synod of Wisconsin.	A. Hoenecke	3	0	33	7	3	39
142	Nashotah, Wis	Nashotah House (P. E.)	Walter Russell Gardner	5	0	25	5	3	32
143	St. Francis, Wis	Provincial Seminary of St. Francis of Sales (R. C.)	J. Rainer	13	0	260	32	3	45

* For 1889–90.

TABLE 16.—*Statistics of schools of law for the year 1890-91.*

	Post-office address.	Name.	Dean.	Professors and instructors.		Students.		Length of course.	
				Resident in city or building containing institution.	Non-resident.	Different persons matriculating during year.	Graduates at close of year.	Years in course of school.	Weeks in each year.
	1	2	3	4	5	6	7	8	9
1	University Post-office, Ala.	Law School of the University of Alabama	Richard C. Jones	3	0	30	20	1	36
2	Little Rock, Ark	Little Rock University *	Francis M. Fulk	*3		30	*1	2	12
3	San Francisco, Cal	Hastings College of the Law (Department of the University of California).	C. F. D. Hastings	4	0	84	21	3	36
4	New Haven, Conn	Law Department of Yale University	Francis Wayland	25	0	116	55	2	33
5	Washington, D. C	Columbian University Law School	H. G. Hodgkins, register	7	1	306	107	2	33
6	do	Law Department of Howard University	B. F. Leighton	5	1	63	13	3	32
7	do	National University Law School *	Samuel F. Miller	9	1	125	55	3	32
8	do	School of Law, Georgetown University	Martin F. Morris	10	0	253	112	3	35
9	Athens, Ga	Law School of the University of Georgia	Andrew J. Cobb	4	5	19	17	1	36
10	Oxford, Ga	Law Department of Emory College	James M. Pace	2	0	0	0	1	34
11	Bloomington, Ill	Bloomington Law School (Department of Illinois Wesleyan University).	Reuben M. Benjamin	8	0	44	17	2	36
12	Chicago, Ill. (40 Dearborn street).	Northwestern University Law School	Henry W. Blodgett	17	17	155	60	*a*3	36
13	Lebanon, Ill	Law Department of McKendree College		1	0	15	12	2	
14	Quincy, Ill	Chaddock School of Law	L. E. Emmons	4	0	10	0	2	36
15	Bloomington, Ind	Indiana University Law School	David D. Banta	2	0	49	7	2	36
16	Greencastle, Ind	School of Law, De Pauw University	Augustus Lynch Mason	3	4	49	25	2	30
17	Notre Dame, Ind	Law Department, University of Notre Dame	William Hoynes	4	6	34	8	3	42
18	Des Moines, Iowa	Iowa College of Law	Josiah Given	6	0	37	12	2	32
19	Iowa City, Iowa	Law Department of the State University of Iowa	Emlin McClain, chancellor	5	3	161	51	2	39
20	Lawrence, Kans	School of Law of the University of Kansas	James W. Green	3	1	51	22	2	38
21	Wichita, Kans	Law College of Garfield University	Richard A. Haste	10	0	20	7	2	40
22	Louisville, Ky	Law Department, University of Louisville	W. O. Harris	3	0	29	12	2	28
23	New Orleans, La	Tulane University Law Department	Henry C. Miller	5	0	57	25	1	26
24	Baltimore, Md	Law School of the University of Maryland	George William Dobbin(*b*)	7	0	100	22	3	34
25	Boston, Mass	Boston University School of Law	Edmund H. Bennett	19	8	195	40	3	34
26	Cambridge, Mass	Law School of Harvard University	C. C. Langdell	10	0	279	46	3	36
27	Ann Arbor, Mich	Law Department of the University of Michigan	Jerome C. Knowlton	8	8	587	279	2	36

28	Minneapolis, Minn	Law Department of the University of Minnesota	William S. Pattee	9	8	176	49	2,3	40
29	University, Miss	Law Department, University of Mississippi	Edward Mayes	3	2	23	10	2	40
30	Columbia, Mo	Law Department of Missouri State University	Alexander Martin	3	4	75	25	2	36
31	St. Louis, Mo	St. Louis Law School (Department of Washington University).	William G. Hammond	8	0	81	21	2, 3	34
32	Lincoln, Nebr	College of Law, University of Nebraska *c*	William Henry Smith	......	......	......	......	3	31
33	Albany, N. Y	Albany Law School (Department of Union University)	George W. Kirchwey	9	2	20	16	2	38
34	Buffalo, N. Y	Buffalo Law School	Charles Daniels	23	0	*50	14	2	36
35	Ithaca, N. Y	School of Law, Cornell University	Douglass Boardman	7	7	122	49	2	40
36	New York, N. Y	School of Law of Columbia College	T. W. Dwight	9	0	625	63	3	32
37	......do	Law Department of the University of the City of New York.	David R. Jaques	11	0	184	57	2	32
38	Chapel Hill, N. C	Law School of the University of North Carolina	John Manning	2	1	35	4	2	20
39	Cincinnati, Ohio	Law School of the Cincinnati College	Jacob D. Cox	5	0	153	87	2	32
40	Portland, Oregon	Law School of the University of Oregon	Richard H. Thornton	4	0	36	9	2	30
41	Salem, Oregon	Willamette University	......	4	0	6	2	2	......
42	Carlisle, Pa	Dickinson School of Law	William Trickett	4	8	17	0	2	36
43	Philadelphia, Pa	Department of Law of the University of Pennsylvania	C. Stuart Patterson	7	0	176	50	3	29
44	Columbia, S. C	Law School of Allen University	Thomas A. Saxon	1	0	20	4	2	32
45	......do	School of Law of University of South Carolina	......	1	0	22	7	2	......
46	Lebanon, Tenn	Law School of Cumberland University	Nathan Green	2	0	58	43	1	40
47	Nashville, Tenn	Law Department of Central Tennessee College	E. L. Gregory	3	0	7	2	2	36
48	......do	Law Department of Vanderbilt University	Thomas H. Malone	3	0	44	20	2	40
49	......do	Law Department, University of Tennessee	Henry H. Ingersoll	2	0	15	7	2	40
50	Austin, Tex	Law Department of the University of Texas	James B. Clark, secretary	2	0	76	26	2	32
51	Lexington, Va	Law School of Washington and Lee University	John Randolph Tucker	2	0	55	23	2	37
52	University Station, Va	University of Virginia	William M. Thornton, chairman.	3	0	135	31	1	39
53	Morgantown, W. Va	Law Department of West Virginia University	E. M. Turner	2	0	25	......	1	36
54	Madison, Wis	College of Law, University of Wisconsin	Edwin E. Bryant	6	3	118	62	2	37

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* For 1889-90.

a Two years for undergraduates and one year for graduates.

b The office has been vacant since Mr. Dobbin's death, May 20, 1891.

c This school was opened in 1889 under the name of Central Law College; in September, 1891, it was reopened under the title given in the table. No statistics for 1890-91 are furnished.

TABLE 17.—*Colleges of agriculture and the mechanic arts endowed by act of Congress of July 2, 1862 (the national land grant act) and further endowed by the act of Congress of August 30, 1890; also agricultural experiment stations endowed by act of Congress of March 2, 1887, when attached to said colleges.—Statistics for the year ended June 30, 1892*—PART I.*

Institution and post-office.	Presidents.	Staff of experiment station.	Faculty.		Students.				Property.				
					Preparatory.		Collegiate.		Library.		Acres under cultivation.	Value of farm lands.	Value of buildings and equipment.
			Males.	Females.	Males.	Females.	Males.	Females.	Volumes.	Pamphlets.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Alabama Agricultural and Mechanical College, Auburn.	William Leroy Brown	12	27	....	30	....	225	....	6,977	14,490	175	$3,000.00	$39,100.00
University of Arizona (Agricultural and Mechanical Department), Tucson.	Merrill P. Freeman	10	8	1	12	10	5	4	600	500	65	9,255.00	75,752.64
Arkansas Industrial University, Fayetteville.	E. H. Murfee	7	10	....	96	....	39	....	6,000	5,000	60	....	....
University of California (Agricultural and Mechanical Department), Berkeley.	Martin Kellogg	13	35	....	....	....	35	4	48,285	22,687	125	1,082,082.00	90,515.54
Colorado Agricultural College, Fort Collins.	James W. Lawrence	14	10	2	21	4	80	41	3,918	6,880	160	30,000.00	45,000.00
Sheffield Scientific School (Yale University), New Haven, Conn.	George J. Brush (director).	....	40	....	....	....	461	....	6,000	50	....	....	450,000.00
Delaware College (Agricultural and Mechanical Department), Newark.	A. N. Raub	6	4	....	11	....	11	....	5,475	4,079	10	3,000.00	17,894.96
Florida Agricultural College, Lake City.	F. L. Kern	7	10	....	61	....	49	....	3,600	3,000	60	5,800.00	13,900.00
State College of Agriculture and the Mechanic Arts (University of Georgia), Athens.	H. C. White	....	17	....	....	....	185	....	25,000	6,500	....	....	....
University of Illinois (Agricultural and Mechanical Department), Urbana.	Thomas J. Burrill (acting).	10	37	....	82	1	230	....	21,820	5,000	1,010	150,000.00	126,000.00
Purdue University of Indiana, La Fayette.	James H. Smart	8	29	5	92	5	329	....	5,748	....	1,010	150,000.00	126,000.00
Iowa Agricultural College, Ames	W. M. Beardshear	....	....	....	....	....	....	....	....	....	....	....	....
Kansas Agricultural College, Manhattan.	George T. Fairchild	11	12	5	402	182	402	182	12,170	3,550	230	24,000.00	49,772.16
Kentucky Agricultural and Mechanical College, Lexington.	James K. Patterson	6	16	....	96	....	23	19	2,100	....	45	25,000.00	613,000.00

Louisiana State University (Agricultural and Mechanical Department), Baton Rouge.	J. W. Nicholson	19	17	....	108	....	44	....	18,000	1,000	....	....	....
Maine Agricultural and Mechanical College, Orono.	M. C. Fernald	10	17	....	....	....	108	3	7,374	1,612	150	$12,000.00	$72,000.00
Maryland Agricultural College, College Park.	Henry E. Alvord	5	10	....	....	....	65	....	500	....	140	28,600.00	48,000.00
Massachusetts Agricultural College, Amherst.	H. H. Goodell	9	13	....	....	....	178	....	11,640	....	200	37,000.00	241,032.00
Massachusetts Institute of Technology, Boston.	Francis A. Walker	....	101	1	....	....	985	26	21,373	10,000	....	....	....
Michigan State Agricultural College, Lansing.	Oscar Clute	18	24	....	....	....	317	28	15,985	3,000	500	47,320.00	449,010
University of Minnesota (Agricultural and Mechanical Department), Minneapolis.	Cyrus Northrop	6	28	....	160	....	153	....	28,100	9,000	250	500,000.00	198,000
Agricultural and Mechanical College of Mississippi, Agricultural College Post-office.	S. D. Lee	5	19	....	125	....	185	....	3,456	3,531	400	50,500.00	31,400
University of Missouri (Agricultural and Mechanical Department), Columbia.	Richard H. Jesse	6	25	....	....	....	218	75	....	....	175	60,000.00	92,000.00
University of Nebraska (Agricultural and Mechanical Department), Lincoln.	James H. Canfield	13	20	2	....	....	130	23	3,018	1,820	35½	13,000.00	37,350.00
State University of Nevada (Agricultural and Mechanical Department), Reno.	Stephen A. Jones	5	11	1	32	10	27	22	3,000	1,800	....	....	....
New Hampshire College of Agriculture and Mechanic Arts, Hanover.	Lyman D. Stevens	7	10	....	....	....	33	8	....	....	37	10,000.00	54,000.00
Rutgers Scientific School, New Brunswick, N. J.	Austin Scott	9	21	....	151	15	134	....	27,568	5,000	....	....	....
College of Agricultural and Mechanic Arts, Las Cruces, N. Mex.	Hiram Hadley	7	8	3	67	36	28	3	1,451	100	60	10,000.00	13,403.00
Agricultural College of Cornell University, Ithaca, N. Y.	C. K. Adams	14	37	....	....	....	567	3	112,315	25,240	....	99,093,91	....
Agricultural College of North Carolina, Raleigh.	Alexander Q. Holiday	....	....	....	....	....	....	....	....	....	....	....	....
North Dakota Agricultural College, Fargo.	H. E. Stockbridge	10	13	2	....	....	27	3	1,154	1,450	640	19,200.00	37,500.00
Ohio State University (Agricultural and Mechanical Department), Columbus.	William H. Scott	....	46	1	124	....	265	5	11,916	....	....	....	....
Oklahoma Agricultural and Mechanical College, Stillwater.	R. J. Barker	8	6	....	38	34	....	....	1,027	200	104	10,000.00	16,772.22
State Agricultural College of Oregon, Corvallis.	B. L. Arnold	6	9	1	38	48	92	30	1,553	500	150	35,000.00	117,507.98

*Since many States did not receive their funds under the act of 1890 till late in 1890-91, a table for that year would be very incomplete. Accordingly, the statistics for 1891-92 are here given. For the year 1892-93 the States of Idaho, Montana, South Carolina, and Washington will be added to the list

TABLE 17.—*Colleges of agriculture and the mechanic arts endowed by act of Congress of July 2, 1862, etc.*—Part I—Continued.

Institution and post-office.	Presidents.	Staff of experiment station.	Faculty.		Students.				Property.				
					Preparatory.		Collegiate.		Library.		Acres under cultivation.	Value of farm lands.	Value of buildings and equipment.
			Males.	Females.	Males.	Females.	Males.	Females.	Volumes.	Pamphlets.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
State College of Pennsylvania, State College.	George W. Atherton	13	23	3	69	17	145	11					
Brown University (Agricultural and Mechanical Department), Providence, R. I.	E. Benj. Andrews		26				320		72,000	20,000			
State Agricultural College of South Dakota, Brookings.	Lewis McLouth	18	18	5	50	41	115	73	2,855	6,000	350	$15,000.00	$21,200.00
University of Tennessee (Agricultural and Mechanical Department), Knoxville.	Charles W. Dabney	7	23		12		222		6,705	3,200	120	175,000.00	53,870.00
Agricultural and Mechanical College of Texas, College Station.	L. S. Ross	7	15		94		237		6,000	2,500	225	16,912.00	55,707.10
Agricultural College, Logan, Utah.	J. W. Sanborn	5	11	4			100	40	1,800	375	86	21,600.00	88,500.00
University of Vermont and State Agricultural College, Burlington.	M. H. Buckham	9	18				113		44,283		120	13,400.00	68,952.00
Virginia Agricultural and Mechanical College, Blacksburg.	J. M. McBryde	9	16				116		2,500	300	275	25,000.00	41,000.00
University of West Virginia (Agricultural and Mechanical Department), Morgantown.	E. M. Turner	5	19		4		*a*210	10	5,518				
University of Wisconsin (Agricultural and Mechanical Department), Madison.	T. C. Chamberlain	8	21				145						
University of Wyoming (Agricultural and Mechanical Department), Laramie.	A. A. Johnson	6	6	1	41		10		2,065	1,200	260	8,600.00	81,832.69

*a*Academic students. Classes in agriculture and mechanic arts not yet organized.

TABLE 17.—*Colleges of agriculture and the mechanic arts endowed by act of Congress, etc.*—PART II.

Institution and post-office.	Receipts.				Expenditures.		
	From the State, endowment, fees, and other sources.	From United States land grant, act of 1862.	For experiment station, act of United States, 1887.	From United States endowment, act of 1890.	For agriculture and mechanic arts.	For experiment station.	For other departments.
1	15	16	17	18	19	20	21
Alabama Agricultural and Mechanical College, Auburn	$20,382.47	$20,280.00	$15,000.00	$27,103.76	$45,739.13	$25,584.17	
University of Arizona (Agricultural and Mechanical Department), Tucson.	25,324,06		15,000.00	17,000.00	36,251.41	15,000.00	$25,179.06
Arkansas Industrial University, Fayetteville	28,725.00	10,400.00	15,000.00	24,000.00	14,416.79	15,000.00	9,800.00
University of California (Agricultural and Mechanical Department), Berkeley.	*a*193,688.60	42,266.81	15,000.00	33,000.00	66,277.77	14,797.74	151,692.19
Colorado Agricultural College, Fort Collins	62,259.44	5,499.42	15,000.00	17,000.00	84,708.69	15,000.00	43.17
Sheffield Scientific School (Yale University), New Haven, Conn.	69,110.75	6,531.75		17,000.00	103,612.63		
Delaware College (Agricultural and Mechanical Department) Newark.	26,675.54	4,980.00	15,000.00	13,600.00	20,849.82	15,000.00	6,020.48
Florida Agricultural College, Lake City		9,944.65	15,000.00	8,500.00	16,795.63	15,000.00	1,650.00
State College of Agriculture and the Mechanic Arts, (University of Georgia), Athens.	1,850.00	16,954.14		17,000.00	25,500.80		7,990.00
University of Illinois (Agricultural and Mechanical Department), Urbana.	93,799.87	25,254.37	15,000.00	33,000.00	135,883.92	15,000.00	7,028.88
Purdue University of Indiana, LaFayette	56,200.00	17,000.00	15,000.00	17,000.00	85,291.23	16,994.02	
Iowa Agricultural College, Ames							
Kansas Agricultural College, Manhattan	19,683.48	29,653.83	15,000.00	17,000.00	70,230.38	15,000.00	175.01
Kentucky Agricultural and Mechanical College, Lexington.	36,401.21	9,900.00	15,000.00	28,215.00	73,721.96	15,000.00	6,068.04
Louisiana State University (Agricultural and Mechanical Department), Baton Rouge.	31,968.95		15,000.00	23,732.66	19,656.56	15,000.00	25,887.70
Maine Agricultural and Mechanical College, Orono	62,373.34	6,455.00	15,000.00	17,000.00	85,103.33	15,000.00	
Maryland Agricultural College, College Park	15,285.02	6,142.30	15,000.00	17,000.00	50,319.01	15,000.00	
Massachusetts Agricultural College, Amherst	38,744.93	6,400.00	15,000.00	32,000.40	33,941.01	15,103.89	
Massachusetts Institute of Technology, Boston	226,583.00	5,268.33		1,600.00	232,462.95		
Michigan State Agricultural College, Lansing	45,394.87	26,153.78	15,000.00	17,000.00	95,667.99	16,349.01	
University of Minnesota (Agricultural and Mechanical Department), Minneapolis.	*a*196,445.00	20,500.00	15,000.00	19,209.00	44,618.59	24,530.00	170,716.72
Agricultural and Mechanical College of Mississippi, Agricultural College Post-office.	25,821.25	4,928.75	15,000.00	7,621.37	41,247.20	15,000.00	
University of Missouri (Agricultural and Mechanical Department), Columbia.	37,589.00	26,017.50	15,000.00	31,163.10	57,227.01	15,000.00	
University of Nebraska (Agricultural and Mechanical Department), Lincoln.	20,000.00		15,000.00	17,000.00	17,000.00	15,000.00	10,000.00

a Apparently for University.

TABLE 17.—*Colleges of agriculture and the mechanic arts endowed by act of Congress of July 2, 1862, etc.*—Part I—Continued.

Institution and post-office.	Presidents.	Staff of experiment station.	Faculty.		Students.				Property.				
					Preparatory.		Collegiate.		Library.		Acres under cultivation.	Value of farm lands.	Value of buildings and equipment.
			Males.	Females.	Males.	Females.	Males.	Females.	Volumes.	Pamphlets.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
State College of Pennsylvania, State College.	George W. Atherton	13	23	3	69	17	145	11					
Brown University (Agricultural and Mechanical Department), Providence, R. I.	E. Benj. Andrews		26				320		72,000	20,000			
State Agricultural College of South Dakota, Brookings.	Lewis McLouth	18	18	5	50	41	115	73	2,855	6,000	350	$15,000.00	$21,200.00
University of Tennessee (Agricultural and Mechanical Department), Knoxville.	Charles W. Dabney	7	23		12		222		6,705	3,200	120	175,000.00	53,870.00
Agricultural and Mechanical College of Texas, College Station.	L. S. Ross	7	15		94		237		6,000	2,500	225	16,912,00	55,707.10
Agricultural College, Logan, Utah.	J. W. Sanborn	5	11	4			100	40	1,800	375	86	21,600.00	88,500.00
University of Vermont and State Agricultural College, Burlington.	M. H. Buckham	9	18				113		44,283		120	13,400.00	68,952.00
Virginia Agricultural and Mechanical College, Blacksburg.	J. M. McBryde	9	16				116		2,500	300	275	25,000.00	41,000.00
University of West Virginia (Agricultural and Mechanical Department), Morgantown.	E. M. Turner	5	19		4		*a*210	10	5,518				
University of Wisconsin (Agricultural and Mechanical Department), Madison.	T. C. Chamberlain	8	21				145						
University of Wyoming (Agricultural and Mechanical Department), Laramie.	A. A. Johnson	6	6	1	41		10		2,065	1,200	260	8,600.00	81,832.69

*a*Academic students. Classes in agriculture and mechanic arts not yet organized.

TABLE 17.—*Colleges of agriculture and the mechanic arts endowed by act of Congress, etc.*—PART II.

Institution and post-office.	Receipts.				Expenditures.		
	From the State, endowment, fees, and other sources.	From United States land grant, act of 1862.	For experiment station, act of United States, 1887.	From United States endowment, act of 1890.	For agriculture and mechanic arts.	For experiment station.	For other departments.
1	15	16	17	18	19	20	21
Alabama Agricultural and Mechanical College, Auburn	$20,382.47	$20,280.00	$15,000.00	$27,103.76	$45,739.13	$25,584.17	
University of Arizona (Agricultural and Mechanical Department), Tucson.	25,324,06		15,000.00	17,000.00	36,251.41	15,000.00	$25,179.06
Arkansas Industrial University, Fayetteville	28,725.00	10,400.00	15,000.00	24,000.00	14,416.79	15,000.00	9,800.00
University of California (Agricultural and Mechanical Department), Berkeley.	*a*193,688.60	42,266.81	15,000.00	33,000.00	66,277.77	14,797.74	151,692.19
Colorado Agricultural College, Fort Collins	62,259.44	5,499.42	15,000.00	17,000.00	84,708.69	15,000.00	43.17
Sheffield Scientific School (Yale University), New Haven, Conn.	69,110.75	6,531.75		17,000.00	103,612.63		
Delaware College (Agricultural and Mechanical Department) Newark.	26,675.54	4,980.00	15,000.00	13,600.00	20,849.82	15,000.00	6,020.48
Florida Agricultural College, Lake City		9,944.65	15,000.00	8,500.00	16,795.63	15,000.00	1,650.00
State College of Agriculture and the Mechanic Arts, (University of Georgia), Athens.	1,850.00	16,954.14		17,000.00	25,500.80		7,990.00
University of Illinois (Agricultural and Mechanical Department), Urbana.	93,799.87	25,254.37	15,000.00	33.000.00	135,883.92	15,000.00	7,028.88
Purdue University of Indiana, LaFayette	56,200.00	17,000.00	15,000.00	17,000.00	85,291.23	16,994.02	
Iowa Agricultural College, Ames							
Kansas Agricultural College, Manhattan	19,683.48	29,653.83	15,000.00	17,000.00	70,230.38	15,000.00	175.01
Kentucky Agricultural and Mechanical College, Lexington.	36,401.21	9,900.00	15,000.00	28,215.00	73,721.96	15,000.00	6,068.04
Louisiana State University (Agricultural and Mechanical Department), Baton Rouge.	31,968.95		15,000.00	23,732.66	19,656.56	15,000.00	25,887.70
Maine Agricultural and Mechanical College, Orono	62,373.34	6,455.00	15,000.00	17,000.00	85,103.33	15,000.00	
Maryland Agricultural College, College Park	15,295.02	6,142.30	15,000.00	17,000.00	50,319.01	15,000.00	
Massachusetts Agricultural College, Amherst	38,744.93	6,400.00	15,000.00	32,000.40	33,941.01	15,103.89	
Massachusetts Institute of Technology, Boston	226,583.00	5,268.33		1,600.00	232,462.95		
Michigan State Agricultural College, Lansing	45,394.87	26,153.78	15,000.00	17,000.00	95,667.99	16,349.01	
University of Minnesota (Agricultural and Mechanical Department), Minneapolis.	*a*196,445.00	20,500.00	15,000.00	19,209.00	44,618.59	24,530.00	170,716.72
Agricultural and Mechanical College of Mississippi, Agricultural College Post-office.	25,821.25	4,928.75	15,000.00	7,621.37	41,247.20	15,000.00	
University of Missouri (Agricultural and Mechanical Department), Columbia.	37,589.00	26,017.50	15,000.00	31,163.10	57,227.01	15,000.00	
University of Nebraska (Agricultural and Mechanical Department), Lincoln.	20,000.00		15,000.00	17,000.00	17,000.00	15,000.00	10,000.00

a Apparently for University.

TABLE 17.—*Colleges of agriculture and the mechanic arts endowed by act of Congress of July 2, 1862, etc.*—Part I—Continued.

Institution and post-office.	Presidents.	Staff of experiment station.	Faculty.		Students.				Property.				
					Preparatory.		Collegiate.		Library.		Acres under cultivation.	Value of farm lands.	Value of buildings and equipment.
			Males.	Females.	Males.	Females.	Males.	Females.	Volumes.	Pamphlets.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
State College of Pennsylvania, State College.	George W. Atherton	13	23	3	69	17	145	11					
Brown University (Agricultural and Mechanical Department), Providence, R. I.	E. Benj. Andrews		26				320		72,000	20,000			
State Agricultural College of South Dakota, Brookings.	Lewis McLouth	18	18	5	50	41	115	73	2,855	6,000	350	$15,000.00	$21,200.00
University of Tennessee (Agricultural and Mechanical Department), Knoxville.	Charles W. Dabney	7	23		12		222		6,705	3,200	120	175,000.00	53,870.00
Agricultural and Mechanical College of Texas, College Station.	L. S. Ross	7	15		94		237		6,000	2,500	225	16,912,00	55,707.10
Agricultural College, Logan, Utah.	J. W. Sanborn	5	11	4			100	40	1,800	375	86	21,600.00	88,500.00
University of Vermont and State Agricultural College, Burlington.	M. H. Buckham	9	18				113		44,283		120	13,400.00	68,952.00
Virginia Agricultural and Mechanical College, Blacksburg.	J. M. McBryde	9	16				116		2,500	300	275	25,000.00	41,000.00
University of West Virginia (Agricultural and Mechanical Department), Morgantown.	E. M. Turner	5	19		4		*a*210	10	5,518				
University of Wisconsin (Agricultural and Mechanical Department), Madison.	T. C. Chamberlain	8	21				145						
University of Wyoming (Agricultural and Mechanical Department), Laramie.	A. A. Johnson	6	6	1	41		10		2,065	1,200	260	8,600.00	81,832.69

*a*Academic students. Classes in agriculture and mechanic arts not yet organized.

TABLE 17.—*Colleges of agriculture and the mechanic arts endowed by act of Congress, etc.*—PART II.

Institution and post-office.	Receipts.				Expenditures.		
	From the State, endowment, fees, and other sources.	From United States land grant, act of 1862.	For experiment station, act of United States, 1887.	From United States endowment, act of 1890.	For agriculture and mechanic arts.	For experiment station.	For other departments.
1	15	16	17	18	19	20	21
Alabama Agricultural and Mechanical College, Auburn	$20,382.47	$20,280.00	$15,000.00	$27,103.76	$45,739.13	$25,584.17	
University of Arizona (Agricultural and Mechanical Department), Tucson.	25,324,06		15,000.00	17,000.00	36,251.41	15,000.00	$25,179.06
Arkansas Industrial University, Fayetteville	28,725.00	10,400.00	15,000.00	24,000.00	14,416.79	15,000.00	9,800.00
University of California (Agricultural and Mechanical Department), Berkeley.	*a*193,688.60	42,266.81	15,000.00	33,000.00	66,277.77	14,797.74	151,692.19
Colorado Agricultural College, Fort Collins	62,259.44	5,499.42	15,000.00	17,000.00	84,708.69	15,000.00	43.17
Sheffield Scientific School (Yale University), New Haven, Conn.	69,110.75	6,531.75		17,000.00	103,612.63		
Delaware College (Agricultural and Mechanical Department) Newark.	26,675.54	4,980.00	15,000.00	13,600.00	20,849.82	15,000.00	6,020.48
Florida Agricultural College, Lake City		9,944.65	15,000.00	8,500.00	16,795.63	15,000.00	1,650.00
State College of Agriculture and the Mechanic Arts, (University of Georgia), Athens.	1,850.00	16,954.14		17,000.00	25,500.80		7,990.00
University of Illinois (Agricultural and Mechanical Department), Urbana.	93,799.87	25,254.37	15,000.00	33,000.00	135,883.92	15,000.00	7,028.88
Purdue University of Indiana, LaFayette	56,200.00	17,000.00	15,000.00	17,000.00	85,291.23	16,994.02	
Iowa Agricultural College, Ames							
Kansas Agricultural College, Manhattan	19,683.48	29,653.83	15,000.00	17,000.00	70,230.38	15,000.00	175.01
Kentucky Agricultural and Mechanical College, Lexington.	36,401.21	9,900.00	15,000.00	28,215.00	73,721.96	15,000.00	6,068.04
Louisiana State University (Agricultural and Mechanical Department), Baton Rouge.	31,968.95		15,000.00	23,732.66	19,656.56	15,000.00	25,887.70
Maine Agricultural and Mechanical College, Orono	62,373.34	6,455.00	15,000.00	17,000.00	85,103.33	15,000.00	
Maryland Agricultural College, College Park	15,285.02	6,142.30	15,000.00	17,000.00	50,319.01	15,000.00	
Massachusetts Agricultural College, Amherst	38,744.93	6,400.00	15,000.00	32,000.40	33,941.01	15,103.89	
Massachusetts Institute of Technology, Boston	226,583.00	5,268.33		1,600.00	232,462.95		
Michigan State Agricultural College, Lansing	45,394.87	26,153.78	15,000.00	17,000.00	95,667.99	16,349.01	
University of Minnesota (Agricultural and Mechanical Department), Minneapolis.	*a*196,445.00	20,500.00	15,000.00	19,209.00	44,618.59	24,530.00	170,716.72
Agricultural and Mechanical College of Mississippi, Agricultural College Post-office.	25,821.25	4,928.75	15,000.00	7,621.37	41,247.20	15,000.00	
University of Missouri (Agricultural and Mechanical Department), Columbia.	37,589.00	26,017.50	15,000.00	31,163.10	57,227.01	15,000.00	
University of Nebraska (Agricultural and Mechanical Department), Lincoln.	20,000.00		15,000.00	17,000.00	17,000.00	15,000.00	10,000.00

a Apparently for University.

TABLE 17.—*Colleges of agriculture and the mechanic arts endowed by act of Congress, etc.*—PART II—Continued.

Institution and post-office.	Receipts.				Expenditures.		
	From the State, endowment, fees, and other sources.	From United States land grant, act of 1862.	For experiment station, act of United States, 1887.	From United States endowment, act of 1890.	For agriculture and mechanic arts.	For experiment station.	For other departments.
1	15	16	17	18	19	20	21
State University of Nevada (Agricultural and Mechanical Department), Reno.	....	....	....	....	....	....	....
New Hampshire College of Agriculture and Mechanic Arts. Hanover.	$77,422.17	$4,800.00	$15,000.00	$17,000.00	$69,532.99	$35,511.83	....
Rutgers Scientific School, New Brunswick, N. J	12,674.02	6,960.00	15,000.00	17,000.00	31,634.02	15,000.00	$5,000.00
College of Agricultural and Mechanic Arts, Las Cruces, N. Mex.	7,090.45	....	15,000.00	17,000.00	21,787.42	15,051.20	....
Agricultural College of Cornell University, Ithica, N. Y	*a*527,207.35	18,000.00	15,401.93	17,000.00	120,256.24	14,826.79	436,456.78
Agricultural College of North Carolina, Raleigh	....	....	....	....	....	....	....
North Dakota Agricultural College, Fargo	27,111.70	....	15,000.00	32,000.00	27,671.17	15,500.00	....
Ohio State University (Agricultural and Mechanical Department), Columbus.	60,202.30	32,691.98	....	17,000.00	113,904.93	....	5,000.00
Oklahoma Agricultural and Mechanical College, Stillwater.	....	....	15,000.00	17,000.00	17,000.00	15,000.00	....
State Agricultural College of Oregon, Corvallis	4,249.54	9,717.42	15,000.00	17,000.00	30,966.96	15,000.00	....
State College of Pennsylvania, State College	....	....	....	....	....	....	....
Brown University (Agricultural and Mechanical Department), Providence, R. I.	....	....	(*b*)	(*b*)	....	....	....
State Agricultural College of South Dakota, Brookings	11,979.72	....	15,000.00	35,068.40	40,890.52	15,000.00	....
University of Tennessee (Agricultural and Mechanical Department), Knoxville.	25,988.43	23,760.00	15,000.00	17,000.00	53,570.07	15,131.82	1,040.41
Agricultural and Mechanical College of Texas, College Station.	106,552.04	14,280.00	18,539,43	12,730.00	28,969.17	18,368.74	97,280.59
Agricultural College, Logan, Utah	110,269.35	....	15,000.00	17,000.00	30,266.49	15,987.86	....
University of Vermont and State Agricultural College Burlington.	32,422.54	8,130.00	15,000.00	17,000.00	31,180.00	21,466.26	32,097.22
Virginia Agricultural and Mechanical College, Blacksburg.	12,424.18	20,668.72	15,000.00	11,333.33	45,592.78	17,221.04	....
University of West Virginia (Agricultural and Mechanical Department), Morgantown.	46,708.69	5,400.00	15,000.00	39,000.00	....	16,076.97	46,512.91
University of Wisconsin (Agricultural and Mechanical Department), Madison.	....	....	....	....	....	....	....
University of Wyoming (Agricultural and Mechanical Department), Laramie.	34,977.61	....	15,000.00	17,000.00	30,777.05	15,175.94	15,480.10

a Apparently for university. *b* Experiment station not connected with Brown University. Fund of 1890 held by injunction in State treasury.

TABLE 18.—*Institutions for the education of colored students in agriculture and the mechanic arts, receiving the benefits of the act of Congress of August 30, 1890.—Statistics of the year ended June 30, 1892.**

Institution and post-office.	President.	Faculty.		Students.				Property.					Receipts.			Total expenditures.
				In agriculture and mechanic arts.		In other courses.		Library.								
		Male.	Female.	Male.	Female.	Male.	Female.	Volumes.	Pamphlets.	Acres under cultivation.	Value of farm lands.	Value of all buildings and equipments.	From endowment, fees, the State, and other sources.	From United States land-grant act of 1862.	From United States endowment act of 1890.	
State Normal and Industrial School, Normal, Ala.	William H. Councill.	11	9	134	5	115	113	1,120	1,325	175	$1,000.00	$15,093.00	$19,101.08	....	$7,442.24	$24,029.78
Branch Normal College (Arkansas Industrial University), Pine Bluff, Ark.	J. C. Corbin	5	1	......	......	158	75	2,739	391	20	....	18,500.00	14,862.85	....	9,000.00	15,130.95
Agricultural College for Colored Students, Dover, Del.	Wesley Webb	4	......	11	......	......	......	......	......	90	5,000.00	15,700.00	8,000.00	....	9,600.00	17,600.00
State Normal School, Tallahassee, Fla.	T. De S. Tucker	......	......	......	......	......	......	......	......	......	....	....	....	....	....	....
Georgia Industrial College for Colored Youths (University of Georgia), Savannah, Ga.	R. R. Wright	6	......	10	......	*a*32	......	......	......	......	....	....	7,375.20	....	16,000.00	23,729.78
State Normal College, Frankfort, Ky.	John H. Jackson	4	1	*a*45	*a*64	35	77	123	3	4	1,000.00	14,500.00	3,000.00	....	2,320.00	7,500.95
Southern University, New Orleans, La.	H. A. Hill	5	7	*a*71	1	152	273	......	......	100	....	33,194.00	12,005.55	....	24,207.34	25,379.75
Eastern Branch (Maryland Agricultural College), Saulsbury, Md.	B. O. Bird	10	1	54	36	......	......	......	120	90	3,000.00	8,350.00	775.00	....	3,152.57	3,927.57
Alcorn Agricultural and Mechanical College, Rodney, Miss.	John H. Burrus	19	......	185	......	*a*125	......	2,857	2,747	80	2,500.00	51,400.00	14,170.85	$5,678.75	9,378.63	23,294.63
Lincoln Institute, Jefferson City, Mo.	Inman E. Page	6	2	124	......	......	......	14	1	20	2,350.00	19,525.00	23,035.24	....	2,676.09	24,841.16
Shaw University (Agricultural and Mechanical Annex), Raleigh, N. C.	N. M. Tupper	5	......	200	......	......	......	......	......	......	....	....	*b*13,500.00	....	5,965.30	3,426.75
Claflin University, Orangeburg, S. C.	L. M. Dunton	19	8	*c*186	*c*125	150	123	1,400	......	120	*b*40,000.00	66,200.00	17,000.00	5,700.00	....	22,700.00

* See foot note on page 1443.
a Preparatory students.
c Mostly preparatory.

b Of which $11,000 was for site and buildings of the new agricultural and mechanical college at Greensboro.

TABLE 18.—*Institutions for the education of colored students in agriculture and the mechanic arts, receiving the benefits of the act of Congress of August 30, 1890.—Statistics of the year ended June 30, 1892*—Continued.

Institution and post-office.	President.	Faculty.		Students.				Property.					Receipts.			Total expenditures.
				In agriculture and mechanic arts.		In other courses.		Library.		Acres under cultivation.	Value of farm lands.	Value of all buildings and equipments.	From endowment, fees, the State, and other sources.	From United States land-grant act of 1862.	From United States endowment act of 1890.	
		Male.	Female.	Male.	Female.	Male.	Female.	Volumes.	Pamphlets.							
Prairie View Normal School, Hempstead, Tex.	L. C. Anderson	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....
Hampton Normal Institute, Hampton, Va.	S. C. Armstrong	20	60	429	257	.....	.....	6,345	348	400	$30,000.00	$516,000.00	$116,619.09	$10,329.36	$5,066.67	$120,290.98
West Virginia Institute, Farm, Kanawha County, W. Va.	J. E. Campbell	2	.....	5	15	.....	.....	.....	.....	25	2,250.00	11,214.00	11,813.00	....	9,000.00	2,114.57

TABLE 19.—*Scientific schools and institutes of technology.—Statistics for the year ended June 30, 1891.*

[NOTE.—For schools of science endowed with the national land grant see preceding table.]

Post-office address.	Name.	President or director.	Professors and instructors.		Students in—					
			Preparatory department.	Collegiate department.	Preparatory department.		Collegiate department.		Post-graduate department.	
					Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11
Ontario, Cal	Chaffee College of Agriculture (University of Southern California).	William T. Randall	7	0	60	40	0	0	3	4
San Francisco, Cal	Cogswell Polytechnic College	James G. Kennedy	12	0	160	145	0	0	0	0
Golden, Colo	School of Mines of the State of Colorado	Regis Chauvenet	0	7	0	0	82	0	0	0
Storrs, Conn	Storrs Agricultural School	B. F. Koons	......	5	......	......	51	3	0	0
Washington, D. C	Corcoran Scientific School of the Columbian University.	E. T. Fristoe	0	17	0	0	103	7	0	0
Atlanta, Ga	State School of Technology*	Isaac S. Hopkins	0	14	0	0	148	0	0	0
Terre Haute, Ind	Rose Polytechnic Institute	Henry T. Eddy	0	17	0	0	182	0	1	0
Cambridge, Mass	Lawrence Scientific School of Harvard University	W. S. Chaplin, dean	0	45	0	0	90	0	0	0
Jamaica Plain, Mass	The Bussey Institution (Harvard University)	F. H. Storer, dean	0	6	0	0	12	0	0	0
Worcester, Mass	Worcester Polytechnic Institute	Homer T. Fuller	0	20	0	0	193	0	3	0
Houghton, Mich	Michigan Mining School	M. E. Wadsworth	0	9	0	0	58	0	5	0
St. Louis, Mo	Polytechnic School of Washington University	C. M. Woodward	0	22	0	0	70	0	0	0
Hanover, N. H	Chandler Scientific Department of Dartmouth College.	E. R. Ruggles	0	11	0	0	63	0	8	0
Do	Thayer School of Civil Engineering (Dartmouth College; post-graduate course).	Robert Fletcher	0	2	0	0	0	0	0	0
Hoboken, N. J	Stevens Institute of Technology	Henry Morton	14	17	240	0	215	0	3	0
Princeton, N. J	John C. Green School of Science of the College of New Jersey.	Francis L. Patton	0	34	0	0	155	0	0	0
New York, N. Y	School of Mines of Columbia College	Charles F. Chandler, dean	0	62	0	0	242	0	35	0
Troy, N. Y	Rensselaer Polytechnic Institute	John Hudson Peck	0	18	0	0	189	0	0	0
Cleveland, Ohio	Case School of Applied Science	Cady Staley	0	11	0	0	100	0	0	0
Lexington, Va	Virginia Military Institute	Scott Shipp	0	13	0	0	200	0	0	0
Northfield, Vt	Norwich University	Charles H. Lewis	0	8	0	0	52	0	0	0

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* For 1889-90.

TABLE 20.—*Statistics of private manual training schools for 1890-91.*

	Post-office.	Name of school.	Director.	Instructor.			Pupils.			In	Expenditures for—	
				Male.	Female.	In workshop.	Male.	Female.	In manual training.	Graduates 1890-91.	Buildings and repairs.	Support.
1	Denver, Colo	Haish Manual Training School of Denver University.*	E. L. Brother	5	4	2	85	10	45	3	0	$8,143
2	Chicago, Ill	Chicago Manual Training School	Henry H. Belfield	13	1	6	303	0	303	50	$20,000	25,000
3	New Orleans, La	Manual Training Department of Tulane University.	John M. Ordway	5	0	5	189	0	189	0	0	10,000
4	McDonogh, Md	McDonogh School	Duncan C. Lyle	6	0	8	100	0	40	10	4,000	9,000
5	Minneapolis, Minn	School of Practical Mechanics and School of Wood Carving and Designs.*	William A. Pike	7	0	5	85	25	110	0		
6	St. Louis, Mo	Manual Training School of Washington University	C. M. Woodward	11	2	6	289	0	289	59	18,990	3,173
7	Brooklyn, N. Y	Technical High School Department of Pratt Institute.	William O. Pratt	14	10	15	109	0	109	10		
8	New York, N. Y	Hebrew Technical Institute	Henry M. Leipziger	8	1	6	150	0	150	17	0	13,100
9	Cincinnati, Ohio	The Technical School of Cincinnati	James B. Stanwood	8	1	4	116	5	121	5	79	11,155
10	Philadelphia, Pa	Manual Training Department of Girard College.*	T. M. Mitchell	8	0	8	550	0	550	19		
		Total		85	19	60	1,926	40	1,906	173	43,069	79,571

* For 1889-90.

TABLE 21.—*Statistics of schools for training teachers under State or municipal control for 1890-91.*

	Post-office.	Name.	Principal or president.	Appropriation from State, county, or city for—		Teaching staff.		Students.				Length of professional course.	
								Professional.					
				Support during year.	Building or repairs during year.	For students in professional course.	Wholly for other departments.	Male.	Female.	Graduate.	Nonprofessional.	Years in course.	Weeks in year.
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Birmingham, Ala	Birmingham Normal Training School	Mrs. Ella N. Allen	$1,000	0	1	0	0	10	6	0	1	36
2	Florence, Ala	State Normal College	James K. Powers	7,500	0	8	1	101	117	17	0	3	36
3	Jacksonville, Ala	State Normal School	Carleton B. Gibson	2,500	0	6	1	30	35	5	93	3	40
4	Livingston, Ala	Alabama Normal School for Girls	Miss Julia S. Tutwiler	2,689	0	6	3	0	35	14	85	4	36
5	Montgomery, Ala	State Normal School for Colored Students	W. B. Patterson	7,500	$3,000			198	255				
6	Normal, Ala	Huntsville State Colored Normal and Industrial School.	William H. Councill	4,000	0	4	12	46	50	16	167	3	40
7	Troy, Ala	State Normal College	Edwin R. Eldridge	3,000	0	2	10	63	77	19	163	4	38
8	Tuskegee, Ala	Tuskegee Normal and Industrial Institute	Brooker T. Washington	3,230	0	31	0	250	200	24	230	4	36
9	Tempe, Ariz	Arizona Territorial Normal School	Dayton A. Reed	7,000	0	2	0	14	25	2	16	3	40
10	Pine Bluff, Ark	Branch Normal College	J. C. Corbin	4,973	0	5	0	43	21	11	0	2	40
11	Chico, Cal	State Normal School	Edward T. Pierce	16,250	25,000	8	0	27	110	15	0	3	40
12	Los Angeles, Cal	State Normal School	Ira More	21,000	0	14	0	33	302	72	0	3	40
13	San Francisco, Cal	Normal Class	Mrs. Mary W. Kincaid	(No data.)		2	0	0	73	73	0	1	40
14	San Jose, Cal	State Normal School	Charles W. Childs	41,000	40,000	25	0	50	500	104	0	3	40
15	New Britain, Conn	Normal Training School	Clarence F. Carroll	20,000	25,000	24	0	1	371	77	0	2	40
16	New Haven, Conn	Training Department of Welch Training School.	Misses M. R. Webster and B. E. Howes.	(No data.)		19	0	0	33	27	0	1	40
17	Washington, D. C	Washington Normal School	Miss Ida Gilbert Myers	(No data.)		5	5	0	45	42	0	1	40
18	do	Washington (Colored) Normal School	Miss Lucy E. Moten	(No data.)		6	0	2	24	26	0	1	40
19	De Funiak Springs, Fla.	State Normal College (for white students)	H. N. Felkel	4,000	0	3	1	57	43	6	0	2	34
20	Tallahassee, Fla	Florida State Normal and Industrial College (for colored students).	F. De S. Tucker	4,000	3,000	3	3	9	5	0	52	2	38
21	Carbondale, Ill	Southern Illinois Normal University	Robert Allyn	26,529	0	15	0	229	144	18	287	3, 4	30
22	Englewood, Ill	Cook County Normal School	Francis W. Parker	43,000	4,000	26	0	20	195	69	0	1, 2	49
23	Normal, Ill	Illinois State Normal University	John W. Cook	27,450	0	15	4	225	430	32	145	3	38
24	Indianapolis, Ind	Indianapolis Normal School	M. E. Nicholson	(No data.)		0	9	0	32	18	0	1½	39

	Post-office.	Name.	Principal or president.	Appropriation from State, county, or city for—		Teaching staff.		Students.				Length of professional course.	
				Support during year.	Building or repairs during year.	For students in professional course.	Wholly for other departments.	Professional.			Nonprofessional.	Years in course.	Weeks in year.
								Male.	Female.	Graduate.			
	1	2	3	4	5	6	7	8	9	10	11	12	13
25	Terre Haute, Ind	Indiana State Normal School	William W. Parsons	$30,000	0	21	0	400	609	42	0	3, 4	39
26	Cedar Falls, Iowa	Iowa State Normal School	Homer H. Seerley	17,500	a36,000	15	0	216	530	81	0	3, 4	36
27	Sioux City, Iowa	Sioux City Training School	Sarah M. Row	(No data.)		9	0	0	14	14	0	1	36
28	Woodbine, Iowa	Woodbine Normal School	Messrs. Kinney, Reddell and Reed.	4,000	2,400	6	0	80	120	10	25	2	40
29	Emporia, Kans	State Normal School of Kansas	A. R. Taylor	b22,175	0	17	0	414	620		25	3, 4	40
30	Louisville, Ky	Louisville Normal School*	Hiram Roberts	4,320	0	6	0	0	36	36	0	1	42
31	Natchitoches, La	Louisiana State Normal School	Thomas D. Boyd	10,000	2,500	7	3	16	122	18	0	3	33
32	Castine, Me	State Normal School	Albert F. Richardson	6,000	0	6	0	50	205	23	0	2	38
33	Farmington, Me	State Normal and Training School	George C. Purington	6,740	0	8	0	32	154	28	0	2	38
34	Gorham, Me	State Normal School	William J. Corthell	6,333	279	8	0	34	100	52	0	2	39
35	Portland, Me	Teachers' Practice School	Sarah M. Taylor	(No data.)		8	0	0	10	10	0	2	38
36	Springfield, Me	Springfield Normal School	H. J. Piper	1,000	0	3	0			10			22
37	Baltimore, Md	Maryland State Normal School	E. B. Prettyman	10,500	0	9	0	20	215	64	96	3	36
38	Boston, Mass	Boston Normal School	Larkin Dunton	(No data.)		31	0	0	188	65	0	1½	40
39	do	Massachusetts Normal Art School	George H. Bartlett	16,200	0	2	9	0	24	6	225	2	40
40	Bridgewater, Mass	State Normal School											
41	Fall River, Mass	Fall River Training School	Elizabeth Hammett	(No data.)		2	0	18	0	12	0	1½	40
42	Framingham, Mass	State Normal School	Ellen Hyde	16,600	0	16	0	16	167	45	0	2	40
43	Haverhill, Mass	Haverhill Training School	Cora A. Newton	(No data.)		2	0	0	11	5	0	1½	41
44	Lawrence, Mass	Lawrence Training School	Lillie P. Shepard	(No data.)		2	0	0	17	12	0	1½	40
45	Salem, Mass	State Normal School	Daniel B. Hagar	15,000	1,500	13	0	0	269	65	0	2, 4	40
46	Springfield, Mass	Bay State Normal Training School*	Miss E. M. Reed	(No data.)		1	0	0	16	16	0	1	40
47	Westfield, Mass	State Normal School	James C. Greenough	c13,700	0	8	0	6	136	24	0	2	40
48	Worcester, Mass	do	E. Harlow Russell	13,150	0	9	0	2	168	0	30	2½	40
49	Ypsilanti, Mich	do	John M. B. Sill	36,360	0	20	0	209	600	124	0	3, 4	40
50	Mankato, Minn	do	Edward Searing	18,000	0	13	0	60	270	40	283	3, 4	38
51	St. Cloud, Minn	do	Joseph Carhart	18,000	15,000	14	0	62	149	24	12	3, 4	38

52	St. Paul, Minn	St. Paul Teachers' Training School	Miss Jane L. Terry	(No data.)		9	3	1	43	24	0	1	38
53	Winona, Minn	State Normal School	Irwin Shepard	22,500	0	15	0	51	229	50	0	3, 4	38
54	Holly Springs, Miss.	Mississippi State Normal School	E. D. Miller	2,500	0	4	0	93	77	4	0	2	38
55	Tougaloo, Miss	Tougaloo University*	Frank G. Woodworth	1,500	0	3	13	19	14	0	350	4	30
56	Walthall, Miss	Walthall Normal School*	Daniel Harmon	520	0	3	1	4	0	2	120	1	42
57	Cape Girardeau, Mo.	State Normal School	Richard C. Norton	10,000	0	10	0	238	148	53	0	4	40
58	Jefferson City, Mo	Lincoln Institute	Inman E. Page	18,000	10,000	7	0	22	20	1	163	4	40
59	Kirksville, Mo	State Normal School	W. D. Dobson	12,500	0	11	1	281	279	64	0	4	40
60	St. Louis, Mo	St. Louis Normal School	F. Louis Soldan	(No data.)		9	0	0	220	85	0	1½	40
61	Warrensburg, Mo	State Normal School	George L. Osborne	12,500	0	15	0	338	491	70	0	4	40
62	Peru, Nebr	do	George L. Farnham	18,850	13,000	13	0	122	347	62	206	2, 3	38
63	Manchester, N. H	Training School for Teachers*	Caroline E. Wing	(No data.)		1	0	0	12	13	0	1½	37
64	Plymouth, N. H	State Normal School*	Charles C. Rounds	7,000	....	6	0	3	99	21	1	2	38
65	Newark, N. J	City Public Normal and Training School	Kersey S. Blake	4,276	0	10	0	0	84	40	0	2	40
66	Paterson, N. J	Normal Training Class	L. H. White	(No data.)		3	0	0	28	28	0	2	40
67	Trenton, N. J	State Normal School	James M. Green	20,000	48,000	11	13	31	305	93	88	3	40
68	Albany, N. Y	State Normal College	William J. Milne	26,000	13,000	17	0	73	425	150	0	1, 2	40
69	do	Teachers' Training Class of Albany High School.	O. D. Robinson	700	0	1	0	0	31	28	0	1	40
70	Brooklyn, N. Y	Brooklyn Training School for Teachers	John Gallagher	18,000	0	15	0	0	78	65	0	1	40
71	Buffalo, N. Y	State Normal School	James M. Cassety	23,500	3,500	12	7	50	815	67	18	2–4	40
72	Cortland, N. Y	State Normal and Training School	J. D. Hoose	21,000	0	15	0	125	267	82	8	2–4	40
73	Fredonia, N. Y	do	Francis B. Palmer	18,000	51,500	16	0	62	190	42	75	2–4	40
74	Geneseo, N. Y	Geneseo State Normal School	John M. Milne	21,000	0	17	0	150	340	106	70	2–4	40
75	New Paltz, N. Y	State Normal School	Frank S. Capen	20,689	2,633	14	0	48	143	31	14	3–4	40
76	New York, N. Y	Normal College of the City of New York	Thomas Hunter	125,000	0	40	28	0	1,257	290	371	4	29
77	Oneonta, N. Y	State Normal and Training School	James M. Milne	17,500	0	14	0	73	198	21	17	1½	40
78	Oswego, N. Y	do	E. A. Sheldon	22,200	0	16	0	55	380	75	0	1	40
79	Potsdam, N. Y	do	T. B. Stowell	21,750	0	20	0	152	376	55	153	3, 4	40
80	Rochester, N. Y	Normal Training Class	S. A. Ellis	200	0	1	0	0	120	103	0	1	40
81	Syracuse, N. Y	Teachers' Training Class †	W. K. Wickes	412	0	4	0	0	34	34	0	1	40
82	Fayetteville, N. C	State Colored Normal School	G. H. Williams	2,000	0	3	0	26	49	8	70	6	36
83	Goldsboro, N. C	State Normal School	James D. Martin	1,700	....	3	1	40	79	2	19	3	36
84	Plymouth, N. C	do	H. C. Crosby	1,500	0	3	0	33	49	2	37	3	40
85	Mayville, N. Dak	do	James McNaughton	500	20,000	5	1	16	21	0	13	4	36
86	Athens, Ohio	Pedagogical Department of the Ohio University.	J. P. Gordy	3,500	0	5	7	*d*75	0	5	0	4	40
87	Cincinnati, Ohio	Cincinnati Normal School	Mrs. Carrie N. Lathrop	(No data.)		5	0	0	76	24	0	1½	40
88	Cleveland, Ohio	Normal Training School	Ellen G. Roodey	(No data.)		13	0	0	99	51	0	1	38
89	Dayton, Ohio	State Normal School	Mary F. Hall	1,500	0	5	0	0	26	25	0	1	40
90	Ashland, Oregon	do*	J. S. Sweet	0	0	4	3	10	30	11	38	4	36
91	Monmouth, Oregon	do	P. L. Campbell	0	0	6	2	60	60	21	70	2	40
92	Weston, Oregon	Eastern Oregon State Normal School	F. J. Van Winkle	100	65	5	6	6	6	1	26	3	36
93	Bloomsburg, Pa	State Normal School	J. P. Welsh	(*e*)	....	16	0	44	146	82	121	2, 4	42
94	California, Pa	Southwestern State Normal School	Theo. B. Noss	....	....	12	5	180	230	35	92	2	42
95	Clarion, Pa	State Normal School	A. J. Davis	....	....	16	2	160	168	29	30	3	42

*For 1889–90. †For 1890–91. *a* For president's cottage. *b* Including $17,000 interest from endowment of public lands, which interest is here considered as an annual appropriation. *c* Not including $800 "aid to students." *d* Rough estimate. *e* For the twelve State Normal Schools, $90,000.

TABLE 21.—*Statistics of schools for training teachers under State or municipal control for 1890-91*—Continued.

	Post-office.	Name.	Principal or president	Appropriation from State, county, or city for—		Teaching staff.		Students.				Length of professional course.	
				Support during year.	Building or repairs during year.	For students in professional course.	Wholly for other departments.	Professional.			Nonprofessional.	Years in course.	Weeks in year.
								Male.	Female.	Graduate.			
	1	2	3	4	5	6	7	8	9	10	11	12	13
96	Edinboro, Pa	State Normal School	J. A. Cooper		$22,500	11	4	321	380	89	78	2	42
97	Erie, Pa	Teachers' Training Class	H. C. Missimer			9	0	0	21	19	0	1	40
98	Indiana, Pa	State Normal School*	Z. X. Snyder			20	0	184	397	45	175	2	42
99	Kutztown, Pa	Keystone State Normal School	Nathan C. Schaeffer			21	0	394	174	76	0	2	42
100	Lock Haven, Pa	Central State Normal School	James Eldon			15	4	211	225	44	30	2	42
101	Mansfield, Pa	State Normal School	D. C. Thomas		50,000	14	2	250	450	95	85	2, 3	14
102	Millersville, Pa	do	E. Oram Lyte			29	0	325	302	72	0	3	42
103	Philadelphia, Pa	Girls' Normal School of Philadelphia	George W. Fetter	$53,528		50	0	0	1,782	383	0	4	40
104	Shippensburg, Pa	Cumberland Valley State Normal School	G. M. D. Eckels			12	0	125	125	80	0	3	42
105	Slippery Rock, Pa	State Normal School*	Albert Elias Maltby			11	0	105	193	11	0	2	42
106	West Chester, Pa	West Chester State Normal School	G. M. Philips		7,500	25	2	102	242	37	346	3	42
107	Providence, R. I	State Normal School	George A. Littlefield	12,874	0	9	0	2	201	24	0	3½	40
108	Columbia, S. C	Winthrop Training School for Teachers	D. B. Johnson	1,050	0	5	0	0	54	34	0	1	36
109	Madison, S. Dak	State Normal School	William H. H. Beadle	11,700	0	8	0	49	144	9	0	3	38
110	Spearfish, S. Dak	do	Fayette L. Cook	12,300	0	10	0	63	96	13	0	4	36
111	Knoxville, Tenn	Knoxville College	J. B. McCulloch	1,097	0	6	6	45	27	7	67	4	38
112	Nashville, Tenn	Peabody Normal College	William H. Payne	10,000	0	18	0	72	190	70		3, 4	30
113	Huntsville, Tex	Sam Houston State Normal School	J. Baldwin	20,000	0	11	0	101	219	78	0	3	37
114	Castleton, Vt	State Normal School *a*	Abel E. Levenworth										
115	Johnson, Vt	State Normal School	A. H. Campbell	4,000	0	10	0	20	121	34	0	2, 3½	40
116	Randolph, Vt	do	Edward Conant	8,176	0	5	0	23	105	31	0	1½-3½	40
117	Farmville, Va	State Female Normal School	John A. Cunningham	12,000	0	7	2	0	18	13	156	1	40
118	Hampton, Va	Hampton Normal and Agricultural Institute	Samuel C. Armstrong	10,000	0	20	23	159	174	35	303	2	40
119	Petersburg, Va	Virginia Normal and Collegiate Institute	James Hugo Johnston	15,000	0	12	4	74	79	21	180	3	37
120	Williamsburg, Va	College of William and Mary and State Normal School.	Lyon G. Tylor	10,000	0	8	0	110	0	12	66	2	36
121	Cheney, Wash	State Normal and Training School	W. W. Gillette	9,150	1,500	6	0	8	17	0	25	1	40
122	Ellensburg, Wash	do	B. F. Barge	10,000	0	4							40

123	Fairmount, W. Va.	State Normal School	John H. Roemer	4,000	35,000	7	*2	140	100	......	17	3	39
124	Glenville, W. Va	......do	Verona Mapel	2,300	0	3	0	58	45	14	0	3	40
125	Harpers Ferry, W. Va.	Storer College	N. C. Brackett	630	0	8	0	89	96	13	0	3	36
126	Huntington, W. Va.	Marshall College, State Normal School	Thomas E. Hodges	3,000	1,700	4	0	41	78	7	22	3	40
127	Shepherdstown, W. Va.	Shepherd College, State Normal School	Asa B. Bush	2,200	300	4	1	36	37	4	14	3	40
128	West Liberty, W. Va.	State Normal School	Robert A. Armstrong	2,500	900	6	0	70	63	9	0	3	40
129	Milwaukee, Wis	......do	J. J. Mapel	16,479	0	7	4	16	68	23	0	2	40
120	Oshkosh, Wis	......do	George S. Albee	26,809	0	15	6	140	393	31	287	4½	40
131	Plattsville, Wis	......do	G. McGregor	20,000	11	11	3	101	167	22	0	4½	40
132	Whitewater, Wis	......do	Albert Salisbury	22,854	1,128	17	0	95	226	30	5	2½-4½	40

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*For 1889-90.

a This school has not answered the inquiries of the Bureau for two years. In the last report of the State superintendent of New Hampshire (1890) the students are given as 230, without distinction of sex, and the graduates as 64.

TABLE 22.—*Statistics of schools for training teachers, not under State or municipal control, for 1890-91.*

	Post-office address.	Name.	President or principal.	Teaching staff.		Students.				Length of course.	
						Professional.					
				For students in professional course or department.	Wholly engaged in nonprofessional departments.	Men.	Women.	Graduates during year.	Nonprofessional.	Years in course.	Weeks in school year.
	1	2	3	4	5	6	7	8	9	10	11
1	Huntsville, Ala	Central Alabama Academy	A. W. McKinney	4	0	83	130	1	0	3	36
2	Mobile, Ala	Emerson Normal Institute	Charles M. Stevens	3	7	6	21	6	0	4	32
3	Southland, Ark	Southland College and Normal Institute	William Russell	3	3	4	8	3	214	3	36
4	Oakland, Cal	Gilson's Normal and Special Training School	J. C. Gilson	1	0	3	49	0	0	1	44
5	Stockton, Cal	Stockton Business College	W. C. Ramsey	3	7	50	25	0	250	1	52
6	Jasper, Fla	Jasper Normal Institute	J. M. Guilliams	4	2	15	10	2	94	2	40
7	Augusta, Ga	Paine Institute	George Wms Walker	6	1	25	21	10	39	4	32
8	Dixon, Ill	Northern Illinois Normal School	J. B. Dille	12	10	225	350	31	0	4	40
9	Geneseo, Ill	Northwestern Normal	W. H. Campbell	2	3	20	35	4	87	2	40
10	Oregon, Ill	Wells School for Teachers and School of Individual Instruction.	E. L. Wells	2	0	25	89	0	54	......	51
11	Danville, Ind	Central Normal College	J. A. Joseph	15	0	900	350	105	0	4	48
12	Ladoga, Ind	Central Indiana Normal School	J. F. Warfel	6	0	92	84	11	162	3	36
13	Mitchell, Ind	Southern Indiana Normal College	E. E. Urner and G. E. Williams.	6	0	150	100	28	0	4	47
14	Valparaiso, Ind	Northern Indiana Normal School*	H. B. Brown	32	0	1,870	1,260	423	0	3	50
15	Algona, Iowa	Northern Iowa Normal School	F. M. Chaffee	4	5	10	20	0	30	3	36
16	Des Moines, Iowa	Highland Park Normal College	O. H. Longwell	......	......	......	......	......	......	......	......
17	Dexter, Iowa	Dexter Normal School	C. H. Beaver	4	3	100	100	12	110	3	48
18	Ottumwa, Iowa	Ottumwa Normal	Martha A. Peck	1	0	0	12	0	37	......	36
19	Shenandoah, Iowa	Western Normal College	William M. Croan	6	29	......	......	......	......	2	48
20	Fort Scott, Kans	Kansas Normal College	D. E. Saunders	6	5	......	......	30	......	2	40
21	Salina, Kans	Salina Normal University	L. O. Thoroman	10	0	50	50	......	70	......	......
22	Bowling Green, Ky.	Southern Normal School and Business College*	J. T. Williams	......	......	60	40	75	152	1	20
23	New Orleans, La	Southern Academic Institute and Kindergarten	Mrs. J. E. Seaman	2	10	0	1	1	......	2	40
24	Winsted, La	Gilbert Academy	W. D. Goldman	......	......	5	5	10	8	......	......
25	Daleville, Miss	Cooper Normal College	Tom F. McBeath	4	8	20	30	0	130	2	40

23	Jackson, Miss	Jackson College	C. Ayer	8	0	70	90	18	117	3	34
27	Neosho, Mo	Newton County Normal Institute	Stephen L. Slane	6	0	45	78	10	0	......	......
28	Fremont, Nebr	Fremont Normal School and Business Institute	W. H. Clemens	12	0	450	375	64	0	1	50
29	Lumberton, N. C	Whitin Normal School	D. P. Allen	1	1	15	12	......	......	......	......
30	Raleigh, N. C	St. Augustine Normal School and Collegiate Institute.	A. B. Hunter	7	1	95	66	0	2	4	32
31	Ada, Ohio	Ohio Normal University *	Henry S. Lehr	3	26	1,080	408	48	988	2	40
32	Defiance, Ohio	Defiance College	L. J. Tucker	6	0	117	140	4	48	3	40
33	Wadsworth, Ohio	Western Reserve Normal College	J. B. Eberly	4	5	25	30	7	104	4	38
34	Wauseon, Ohio	Northwestern Normal and Collegiate Institute. *	Solomon Metzler	9	4	40	60	3	400	3	40
35	Woodville, Ohio	Evangelical Lutheran Teachers' Seminary	Theodore Mees	4	0	48	0	7	7	5	40
36	Muncy, Pa	Lycoming County Normal School	J. George Becht	6	0	112	130	16	11	2½	20
37	Aiken, S. C	Schofield Normal and Industrial School	Martha Schofield	5	3	22	25	4	115	4	40
38	Charleston, S. C	Avery Normal Institute	M. A. Holmes	3	5	40	60	17	240	4	36
39	Greenwood, S. C	Brewer Normal School *	J. E. B. Jewett	3	3	20	12	......	268	2	33
40	Holladay, Tenn	Independent Normal School	J. W. Baker	4	1	10	10	......	......	......	......
41	Memphis, Tenn	Le Moyne Normal Istitute	Andrew J. Steele	6	10	70	88	8	360	4	34
42	Austin, Tex	Tillotson Collegiate and Normal Institute	William M. Brown	4	2	13	12	10	53	2	34
43	Lynden, Wash	Northwest Normal School	J. R. Bradley	3	0	10	20	0	82	2, 4	40
44	Buchanan, W. Va	West Virginia Normal and Classical Academy.*	W. O. Mills and W. S. Fleming.	4	2	30	15	5	43	2, 3	38
45	Milwaukee, Wis	National German-American Teachers' Seminary.	Emil Dapprich	11	0	11	15	7	0	3	42
46	St. Francis, Wis	Catholic Normal School of the Holy Family and Pio Nono College.	M. M. Gereud	9	0	36	0	7	55	4	44
47	Rawlins, Wyo	Wyoming Normal and Scientific College	J. R. Rollman	3	0	0	7	0	5	2	48

* For 1889-90.

BUSINESS COLLEGES.

TABLE 23.—*Summary of statistics of commercial and business colleges for 1890-91.*

Division and State.	Number of institutions.	Instructors.			Students.						Number of students in business courses of city, normal, and secondary schools and colleges.
		Male.	Female.	Total.	Graduates in 1890-91.	Male.	Female.	Total.	Day school.	Evening school.	
1	2	3	4	5	6	7	8	9	10	11	12
United States	250	1,145	441	1,586	9,159	58,839	23,059	81,898	68,093	13,805	36,564
North Atlantic Division	79	392	148	540	3,285	19,791	7,164	26,955	20,594	6,361	12,164
Maine	3	16	4	20	101	498	215	713	713	0	697
New Hampshire	2	7	2	9	49	120	34	154	154	0	277
Vermont	4	10	8	18	62	213	79	292	265	27	530
Massachusetts	13	49	30	79	271	1,876	1,044	2,920	2,441	479	1,693
Rhode Island	3	12	2	14	128	413	198	611	547	64	87
Connecticut	6	13	6	19	429	688	449	1,137	782	355	222
New York	24	150	60	210	919	8,121	2,454	10,575	8,383	2,192	4,661
New Jersey	5	28	11	39	245	1,496	475	1,971	1,310	661	1,210
Pennsylvania	19	107	25	132	1,081	6,366	2,216	8,582	5,999	2,583	2,797
South Atlantic Division	15	49	29	78	550	2,744	954	3,698	2,791	907	3,129
Delaware	1	6	4	10	24	221	81	302	182	120	19
Maryland	1	6	1	7	106	450	78	528	410	118	471
District of Columbia	4	14	15	29	250	795	566	1,361	866	495	229
Virginia	2	4	3	7	4	157	64	221	162	59	612
West Virginia	1	4	1	5	31	300	100	400	303	97	55
North Carolina	2	6	5	11	20	335	26	361	361	0	700
South Carolina											231
Georgia	4	9	0	9	115	486	39	525	507	18	514
Florida											298
South Central Division	24	104	15	119	617	4,536	832	5,368	4,757	511	3,512
Kentucky	2	13	1	14	156	605	219	824	662	162	774
Tennessee	8	24	6	30	171	1,160	229	1,389	1,269	120	772
Alabama											198
Mississippi	5	24	3	27	94	861	52	913	868	45	277
Louisiana	2	11	1	12	48	406	96	502	396	6	363
Texas	6	27	4	31	140	1,204	236	1,440	1,262	178	959
Arkansas	1	5	0	5	8	300	0	300	300	0	169
North Central Division	117	535	206	741	3,873	28,957	12,724	41,681	36,157	5,524	14,512
Ohio	22	87	36	123	1,259	4,568	2,652	7,220	6,379	841	2,091
Indiana	12	49	23	72	253	3,470	1,445	4,915	4,557	358	661
Illinois	13	76	21	97	851	4,745	1,302	6,047	5,260	787	2,111
Michigan	11	44	19	63	101	2,556	1,341	3,897	3,187	710	885
Wisconsin	9	27	19	46	99	1,352	456	1,808	1,525	283	1,113
Minnesota	4	10	10	20	38	990	305	1,295	1,079	216	696
Iowa	19	83	38	121	517	3,936	2,086	6,022	5,595	427	2,420
Missouri	14	107	25	132	477	4,862	1,872	6,734	5,309	1,425	1,649
North Dakota											97
South Dakota	1	2	0	2	6	75	40	115	75	40	149
Nebraska	5	22	5	27	194	1,198	477	1,675	1,581	94	1,197
Kansas	7	28	10	38	78	1,205	748	1,953	1,610	343	1,461
Western Division	15	65	43	108	834	2,911	1,385	4,296	3,794	502	3,247
Montana											85
Colorado	2	7	3	10	12	323	224	547	354	193	584
New Mexico											93
Utah											163
Nevada											182
Washington	2	6	1	7	29	200	40	240	224	16	345
Oregon	2	8	4	12	150	413	160	573	530	43	556
California	9	44	35	79	648	1,975	961	2,936	2,686	250	1,244

TABLE 24.—*Statistics of commercial and business colleges for 1890-91.*

	Post-office.	Name.	Executive officer.	Year of first opening.	Instructors.		Students.				Average daily attendance.		Annual charge for tuition.		Number of months necessary for graduation.		Number of graduates in 1890-91.
							Day course.		Evening course.								
					Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.	Day course.	Evening course.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Little Rock, Ark	Little Rock Commercial College.	M. A. Stone	1874	5	0	300	.....	.....	.....	85	25	$50	$50	8-10	25-30	8
2	Auburn, Cal	Sierra Normal College and Business Institute.*	Moses W. Ward	1883	3	3	58	51	0	0	.....	.....	60	0	.....	.....	.....
3	Los Angeles, Cal	Woodbury Business College	G. A. Hough, president	1884	4	2	150	90	42	8	125	15	120	50	6-8	12	44
4	Oakland, Cal	Oakland Business College	Oscar J. Willis	1877	1	2	70	5	18	4	.....	.....	75	45	6	12	70
5	Sacramento, Cal	Sacramento Business College	E. C. Atkinson, president	1873	5	4	292	82	43	13	125	30	75	60	.....	.....	287
6	San Francisco, Cal	Commercial High School	W. N. Bush	1884	5	9	210	206	0	0	367	0	0	0	10-15	0	194
7	San Francisco, Cal. (24 Post st.).	Heald's Business College	E. P. Heald, president	1864	10	7	550	350	0	0	400	0	125	0	12	0	.....
8	San Francisco, Cal	Pacific Business College*	T. A. Robinson	1863	7	3	300	90	85	21	125	27	150	90	.....	.....	.....
9	San Jose, Cal	Garden City Business College	H. B. Worcester, president.	1871	7	3	123	81	0	0	.....	.....	*a*60	.....	6	0	48
10	Santa Rosa, Cal	Santa Rosa Business College	J. S. Sweet, principal	1891	2	2	18	10	16	0	20	10	75	50	6	12	0
11	Denver, Colo	Denver Business College	J. E. Barnes, principal	1889	5	3	146	118	87	34	.....	.....	.....	.....	6	9	.....
12	Pueblo, Colo	Pueblo Business College	H. C. Warden, proprietor	1887	2	0	40	50	50	22	.....	.....	120	60	6	12	12
13	Bridgeport, Conn	Bridgeport Business College	G. H. Turner	1882	4	0	149	23	76	22	58	33	100	80	6	10	140
14	do	Martin's Shorthand School	William J. Martin	1887	1	0	10	30	20	10	56	21	120	60	10	12	289
15	Hartford, Conn. (370 Asylum st.).	Hannum's Business College	T. W. Hannum	1877	3	1	111	61	35	9	.....	20	150	72	6	10	.....
16	Hartford, Conn	Huntsinger's Business College and School of Shorthand.	E. M. Huntsinger	1888	3	2	123	45	39	10	.....	.....	103	22	9	.....	.....
17	do	Robertson's Shorthand School	E. M. Olmstead	1887	0	1	10	20	15	18	8	11	60	60	6	12	.....
18	New Haven, Conn	Gaffey's Shorthand School	John F. Gaffey	1884	0	2	50	150	50	50	100	50	60	60	6	12	.....
19	Wilmington, Del	Goldey's Wilmington Commercial College and School of Shorthand and Typewriting.	H. S. Goldey	1886	6	4	114	68	107	13	.....	.....	80-117	20-24	6-10	.....	24
20	Washington, D. C	Columbia College of Commerce	C. K. Urner	1889	3	2	124	78	83	18	.....	.....	45-55	35-42	5-24	6-30	71

* Statistics of 1889-90.

a For six months.

TABLE 24.—*Statistics of commercial and business colleges for 1890-91*—Continued.

	Post-office.	Name.	Executive officer.	Year of first opening.	Instructors.		Students.				Average daily attendance.		Annual charge for tuition.		Number of months necessary for graduation.		Number of graduates in 1890-'91.
							Day course.		Evening course.								
					Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.	Day course.	Evening course.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
21	Washington, D. C.	Spencerian Business College	Sara A. Spencer	1864	6	5	103	159	277	87	151	175	$70	$60	10	10	60
22	Washington, D. C. (1315, 1317 F st.).	Tanner's Shorthand and Typewriting Bureau.	Hudson C. Tanner	1889	2	2	34	58	14	16	60	21	120	72	5½	7	119
23	Washington, D. C.	Washington Business High School.	Charles A. Davis	1890	3	6	160	150	0	0	260	0	0	0	20	0	0
24	Atlanta, Ga.	Moore's Business College	Benj. F. Moore	1868	2	0	134	13	0	0	40	0	50	0	4½	0	47
25	Augusta, Ga.	Osborne's Business College	S. L. Osborne	1882	2	0	150	20	12	6	25	6	50	50	4	6	107
26	......do	St. Patrick's Commercial Institute.	Brother Francis	1875	5	0	175	0	0	0	150	0	15–30	0	......	......	1
27	Macon, Ga	Macon Commercial College*	W. McKay	1881	......	......	15	0	......	......	......	......	50	......	......	......	......
28	Chicago, Ill	Kimball's Shorthand and Typewriting School.	D. Kimball	1884	2	0	8	61	25	4	15	6	120	80	3–5	5–8	......
29	......do	Metropolitan Business College	O. M. Power, principal	1873	15	2	990	330	222	74	590	100	100	29	12	7	500
30	Chicago, Ill. (276–280 West Madison st.).	West Side Business College	Frederick F. Judd	1872	5	1	157	90	101	31	100	50	90	29	......	......	......
31	Decatur, Ill	Brown's Decatur Business College.	G. W. Brown	1889	4	1	90	62	40	19	......	......	75	24	6–9	12	6
32	Dixon, Ill	Dixon Business College	J. B. Dille, principal	1881	5	2	635	0	0	0	......	......	35	......	3–9	......	......
33	Freeport, Ill	Freeport College of Commerce and Northwestern Normal School.	John J. Nagle, principal	1888	4	3	55	46	16	4	......	......	56	0	6	......	12
34	Galesburg, Ill	Galesburg Business College	G. W. Brown, president	1890	3	1	84	66	27	13	60	12	......	......	8–12	......	18
35	Joliet, Ill	Joliet Business College and English Training School.	Homer Russell	1866	5	3	675	50	......	......	600	75	75	50	24	30	55
36	Onarga, Ill	Grand Prairie Seminary and Onarga Commercial College.	N. L. Richmond	1864	1	1	46	20	......	......	......	......	35	......	7	......	......
37	Peoria, Ill	Brown's Peoria (Ill.) Business College.	G. W. Brown	1863	4	1	245	75	65	34	150	50	75	18	8	6	......

38	Quincy, Ill	Gem City Business College	D. L. Musselman	......	11	2	560	40	......	......	275	0	60	0	6	......	208
39	Rockford, Ill	Rockford Business College	G. A. Winans and W. H. Johnson.	1865	7	2	340	160	84	28	175	50	65	25	6	12	18
40	Springfield, Ill	Springfield Business College	......	1864	5	2	250	95	......	......	......	......	60	......	6–10	......	11
41	Danville, Ind	Central Normal College	J. A. Joseph	1876	14	2	1200	300	......	......	500	......	38	......	6	......	75
42	Evansville, Ind	Evansville Commercial College	S. N. Currick	1850	2	2	105	40	30	2	30	15	......	......	6	6	31
43	Fort Wayne, Ind	McDermut's Fort Wayne Business College.	W. E. McDermut, president.	1885	3	2	73	56	65	11	80	40	40	25	6	......	85
44	Hope, Ind	Normal and Commercial College.*	Jas. H. Clark	1884	3	2	123	72	......	......	48	......	38	......	......	......	......
45	Indianapolis, Ind	Indianapolis Business University.	E. J. Herb, manager	1850	4	3	198	114	106	20	125	75	120	40	6	12	24
46	La Fayette, Ind	Union Business College	S. W. Crane	1880	2	1	85	30	15	5	80	16	50	20	9	24	12
47	......do	Star City Private School	Frances Kennedy	1890	0	1	20	4	14	0	24	12	30	20	10	14	4
48	Logansport, Ind	Hall's Business College	E. A. Hall	1867	3	2	132	65	25	10	54	23	45	20	6	12	27
49	La Porte, Ind	Holmes Shorthand and Business College.*	O. A. Whitmer	1878	2	1	53	12	12	3	......	......	......	......	......	......	......
50	Richmond, Ind	Richmond Business College and Institute of Penmanship and Shorthand.	O. E. Fulghum	1860	7	2	210	50	30	10	75	30	40	40	4	8	25
51	Terre Haute, Ind	The Terre Haute Commercial College.	W. C. Isbell	1862	3	2	150	125	......	......	......	......	......	......	10	6	20
52	Valparaiso, Ind	Northern Indiana Business College.*	H. B. Brown	1876	6	3	824	516	0	0	476	0	40	......	......	......	......
53	Bloomfield, Iowa	Normal and Scientific School*	R. S. Galer	1878	4	2	90	70	0	0	86	0	32	......	......	......	......
54	Burlington, Iowa	Elliott's Business College	G. W. Elliott	1879	11	3	672	150	......	......	......	......	......	......	9	......	......
55	Cedar Rapids, Iowa	Cedar Rapids Business College	A. N. Palmer, president	1881	5	2	350	75	0	0	......	......	74	0	9	0	......
56	Clinton, Iowa	Clinton Business College	U. S. Jordon, president	1887	4	1	137	81	31	11	100	30	45	40	6	......	99
57	Council Bluffs, Iowa	Western Iowa College	W. S. Paulson	1884	2	1	234	117	38	14	65	23	60	30	4–12	8–24	10
58	Davenport, Iowa	Iowa Commercial College	B. C. Wood, president	1883	6	2	290	151	......	......	150	18	45	20	6	......	......
59	Decorah, Iowa	Decorah Institute*	J. Breckinridge	1874	4	2	250	119	......	......	......	......	*a*3	......	......	......	......
60	......do	Valder Business College and Normal School.	C. A. Valder	1888	4	3	200	190	0	0	......	......	80	......	5–6	......	84
61	Des Moines, Iowa	Capital City Commercial College	J. M. Mehan	1884	6	4	301	221	33	17	......	......	65	20	6	......	31
62	......do	Iowa Business College*	A. C. Jennings	1865	4	2	223	63	......	......	......	......	75	25	......	......	......
63	Dubuque, Iowa	Bayless Business College	C. Bayless	1858	4	1	161	45	42	8	75	31	75	25	6	12	55
64	Garner, Iowa	Northern Iowa Normal College and Business University.	L. W. Pollock	1890	5	3	100	65	......	......	......	......	45–75	......	8–12	0	9
65	Iowa City, Iowa	Iowa City Commercial College and University, School of Shorthand.	J. H. Williams	1865	4	4	183	51	0	0	......	......	50	0	5–8	0	32
66	Keokuk, Iowa	Gate City Business College	Chandler Pierce	1857	2	1	76	16	38	6	58	38	50	16	6	6	28
67	Marshalltown, Iowa	Marshall Business College	Anderson & Starr	1890	2	0	27	29	14	8	......	......	50	20	6	8–10	......
68	Muscatine, Iowa	Muscatine Commercial College	J. B. Harris	1887	1	2	50	14	0	0	35	0	50	0	......	......	21
69	Oskaloosa, Iowa	Oskaloosa Business College	Charles J. Corner	1880	3	3	82	99	4	3	59	6	50	25	6	6	134
70	Ottumwa, Iowa	Ottumwa Commercial College, Shorthand and Normal Institute.	J. W. O. Bryan	1861	3	1	200	150	100	60	......	......	50	18	6	......	......
71	Waterloo, Iowa	Waterloo Collegiate Institution and Commercial College.	W. H. Brown	1890	4	1	180	128	......	......	150	......	40	0	25	......	14
72	Arkansas City, Kans.	Gate City Business College	C. E. Lane	1889	3	2	30	15	10	0	25	0	40	0	0	0	4

*Statistics of 1889-90.

*a*Per month.

	Post-office.	Name.	Executive officer.	Year of first opening.	Instructors.		Students.				Average daily attendance.		Annual charge for tuition.		Number of months necessary for graduation.		Number of graduates in 1890-91.
							Day course.		Evening course.								
					Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.	Day course.	Evening course.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
73	Atchison, Kans	Atchison Business College	C. T. Smith, principal	1885	4	1	71	49	59	6	60	30	$50	$25	6-8		6
74	Harper, Kans	Harper Normal School and Business College.	R. W. Ball, president	1886	4	4	156	145									
75	Lawrence, Kans	Lawrence Business College	A. G. Coonrad, principal.	1869	5	0	*a*253	*a*200					40	25	6		
76	Leavenworth, Kans.	Central Business College	N. B. Leach	1887	8	1	40	40	40	40	38	40	50	20	8		25
77	Topeka, Kans	Pond's Business College*	M. A. Pond	1867	2	0	106	22	78	15	40	29	100	30			
78	Wichita, Kans	Southwestern Business College	E. H. Fritch	1885	7	2	340	142	74	20	218	56	75	25	7	21	47
79	Louisville, Ky	Bryant & Stratton Business College.	Enos Spencer, secretary and treasurer.	1864	8	1	454	138	51	11	211	49	110	35	6	12	126
80	do	Weaver Business College	Ben C. Weaver	1878	5	0	60	10	40	60	40		*b*50	*b*40	9	9	30
81	New Orleans, La	Euston's Business College	B. B. Euston	1887	1	0	27	5	12	3	5	6			9	9	0
82	do	Soulé Commercial College and Literary College.	George Soulé	1856	10	1	297	85	82	3			*b*25-50		6-24	12-36	48
83	Augusta, Me	Dirigo Business College	R. B. Capen	1863	8	0	189	75					35	0	5		59
84	Portland, Me	Portland Business College	Levi A. Gray, A. M., principal.	1863	4	2	207	66	0	0	66		60	0	6		42
85	Rockland, Me	Rockland Commercial College	H. A. Howard	1880	2	2	102	74	0	0	50		*b*20		3-9		
86	Baltimore, Md	Eaton & Burnett's Business College.	A. H. Eaton and E. Burnett, principals.	1878	6	1	350	60	100	13	140	75	100	25	6-8		100
87	Boston, Mass	Allen Institute	George G. Allen	1880	1	2	22	80	16	15							3
88	Boston, Mass. (608 Washington st.).	Bryant & Stratton Commercial School.	H. E. Hibbard, principal	1860	18	8	600	250	0	0	500	0	160		10-15		70
89	Boston, Mass	Comer's Commercial College	Charles E. Comer	1840	8	5	305	120	90	35	310	110	150	80	10-12	6-12	
90	do	French's Business College	Charles French	1848	8	1	63	47			31		140-200		6-9		74
91	do	Beckers & Bradford's Commercial School.	E. E. Bradford, principal	1876	2	1	31	5	25	2	20	15	120	25	10	15	6
92	do	Sawyer's Commercial College*	G. A. Sawyer	1838	2	3	65	20	0	0			73	60			

93	Fall River, Mass	Holmes, Bryant & Stratton Commercial College.*	Freeman A. Holmes, principal.	1867	2	2	41	30	24	11	22	18	120				
94	Holyoke, Mass	Childs's Business College	Charles Hudson Childs	1888	1	2	83	21	37	19	25	15	100	40	10	20	7
95	Lawrence, Mass	Cannon's Commercial College	G. C. Cannon, principal	1880	2	2	23	21	51	20	25	40	*b*40	*b*12	5	9	7
96	Lowell, Mass	Lowell Commercial College	Albert C. Blaisdell, principal.	1859	3	5	200	160			60	80			6	10	50
97	Springfield, Mass	Childs' Business College	E. E. Childs	1884	5	2	150	56			100		100		10		25
98	Waltham, Mass	Commercial Department, Waltham High School.	Wm. M. Newton, principal.	1883	1	2	40	30	51	77	63	44	0	0	20	12	12
99	Worcester, Mass	Crulman's Shorthand School	George C. Crulman	1887	1	0	5	13	4	2			60	60	6	12	18
100	Battle Creek, Mich	Krug's Business College	J. B. Krug	1882	3	0	85	30	0	0	60	0	50	0	12	0	0
101	Big Rapids, Mich	Industrial School of Business	W. N. Ferris	1884	8	5	300	300	20	19	198	32	45	40	6	9	50
102	Detroit, Mich	Caton's College of Commerce	M. J. Caton	1890	6	2	300	150	150	75	150	100	80	50	12	24	0
103	do	Detroit Business University*	W. F. Jewell	1850	13	2	638	325	253	56			75	40			
104	Grand Rapids, Mich	Grand Rapids Business College and Practical Training School.	A. S. Parish	1866	8	1	134	38	20	6			40	*c*15			
105	do	Welton's Commercial College	J. W. Welton	1888	1	1	20	11	15	14	14	10	35–50	20–25	6	10	16
106	Iowa, Mich	Poucher Business College*	Irvin M. Poucher	1877	1		30	5					40				
107	Jackson, Mich	Devlin's Jackson Business College.	G. M. Devlin	1870	4	2	175	63					40		10		
108	Kalamazoo, Mich	Parson's Business College, Shorthand and Normal Institute	William F. Parsons	1869	4	1	125	22	20	6	95	12	50	35	9	9	10
109	Lansing, Mich	Interlake Business College*	W. A. Johnson	1867	4	2	172	161	0	0	70	0	60				
110	Marquette, Mich	Upper Peninsula Business College.	E. O. Glemm	1887	2	2	60	43	39	17	51	43	60	45	6	9	25
111	Minneapolis, Minn	Curtis Commercial College*	C. C. Curtis		4	4	326	139	71	18			90	20			
112	St. Paul, Minn	St. Paul Business College*	Walter K. Mulliken	1866	2	3	187	39	44	13			100	60			
113	do	Curtis's Commercial College*	C. C. Curtiss	1879	3	1	139	52	28	10			90	20			
114	Winona, Minn	Winona Business College	R. A. Lambert	1878	1	2	175	22	20	12	95	25	65	20	8	15	37
115	Bay St. Louis, Miss	St. Stanislaus Commercial College.	Brother Stanislaus	1855	10	0	120	0	0	0	110	0					
116	Jackson, Miss	Capital Commercial College	Wyatt & Sharp	1884	6	1	196	18			70		30–40	3–5			84
117	Meridian, Miss	State Business College*	W. H. Fry	1889	3	1	130	10	20		35	7	35	20			
118	Vicksburg, Miss	St. Aloysius Commercial College	Brother Charles	1879	8	0	265				225		20				5
119	do	Vicksburg Commercial School	G. A. McDonald	1889	2	1	105	24	25	0			60	36			4
120	Caledonia, Mo	Bellevue Collegiate Institute	Walter E. Boggs, president.	1866	3	2	61	64	0	0	24	0	43	0			2
121	Carthage, Mo	Carthage Business College	W. Worsdell	1885	3	1	82	34					50	50	8-10		20
122	Chillicothe, Mo	Chillicothe Normal School and Business Institute.	Allen Moore	1890	19	7	621	407					46		7½		46
123	Humphreys, Mo	Humphreys College and Business Institute.	G. A. Smith	1884	6	3	60	67					25				7
124	Kansas City, Mo	National Business College	Henry Coon	1884	8	1	270	120	109	15	80	40	60	40	6	12	180
125	Kirksville, Mo	Kirksville Mercantile College	W. J. Smith	1880	4	1	350	100			200		40		10		20
126	Perry, Mo	Perry Institute and Business College.	French Strother	1885	6	3	40	20	0	0	80		40				
127	St. Joseph, Mo	Ritner's Commercial College	P. Ritner, president	1879	7		227	30	42	10			45	25	4–6	12	
128	do	St. Joseph Commercial College	Brother Marcillian	1867	7		150	0	0	0	180	0			10	0	6
129	St. Louis, Mo	Perkins and Herpel's Mercantile College.	H. C. Perkins and P. J. Herpel.	1882	6	1	124	28	211	15	75	150	100	50	6	12	19

*Statistics of 1889–90. *a*Estimated from last report. *b*For three months. *c*For six months.

TABLE 24.—*Statistics of commercial and business colleges for 1890-91*—Continued.

	Post-office.	Name.	Executive officer.	Year of first opening.	Instructors.		Students.				Average daily attendance.		Annual charge for tuition.		Number of months necessary for graduation.		Number of graduates in 1890-91.
							Day course.		Evening course.								
					Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.	Day course.	Evening course.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
130	St. Louis, Mo	Jones Commercial College	J. G. Bohmer	1841	6	1	205	55	67	3	255	70	$100	$50	6	12	100
131	St. Louis, Mo. (322 Chestnut st.).	Mound City Commercial College	Thos. A. Rice, president	1859	4		91	4	53		81	48	100	60	6-8	12-16	51
132	Sedalia, Mo	Central Business College	C. W. Robbins	1883	12	1	725	175	725	175	200	200	75	85			18
133	Stanberry, Mo	Great Northwestern Normal School and Business College.	John E. Fesler, president.	1881	23	4	700	500			350		40		8		
134	Hastings, Nebr	Queen City Business College	J. H. Schoonover	1888	2	1	90	60	45	5	25	20	60	30	6	12	27
135	Lincoln, Nebr	Lincoln Business College	D. R. Lillibridge	1885	6		541	138	36	8	200	25	60		6-8		30
136	Omaha, Nebr	Rathbun's Business College	G. R. Rathbun	1873	6	1	400	200			500		50		6		140
137	Stromsburg, Nebr	Stromsburg Normal and Business.*	J. J. Bryant	1889	7	3	51	53	0	0	75		44				
138	York, Nebr	York College of Commerce	O. P. Wilson	1890	1		35	13					36		6-9		
139	New Hampton, N. H.	New Hampton Commercial College.	A. B. Meservey, president.	1877	4	0	75	25			46		50	40	6		149
140	Portsmouth, N. H.	Smith's Academy and Commercial College.	Lewis E. Smith	1873	3	2	45	9	0	0							
141	Jersey City, N. J.	Jersey City Business College	William E. Drake	1884	3	2	73	58	132	20	90	100	75	25	10-18	14-21	17
142	Newark, N. J	Coleman National Business College.	H. Coleman, president	1881	5	4	322	77	115	10			85	50	4½	7	159
143	do	New Jersey Business College	C. T. Miller	1874	6	2	145	58	103	43			75	25	12	24	40
144	Trenton, N. J	The Stewart and Hammond Business College.*	Thomas J. Stewart	1883	7	1	241	63	115	31	190	100	75	30			
145	Trenton, N. J. (764, 766 Broad st.).	Trenton New Jersey Business College.	Andrew J. Rider	1865	7	2	190	63	60	12	140	65	75	30	10	12	29
146	Albany, N. Y	Albany Business College	John R. Carnell	1866	8	5	510	150	45	15	250	50	100	50	6	12	180
147	Binghamton, N. Y.	The Lowell Business College	J. E. Bloomer, principal.	1859	4	2	147	85	125	25	80	50	100	60	5	10	106
148	Brooklyn, N. Y. (45-49 Ashland Place).	Kissick's Business College	William A. Kissick, A. M.	1866	10	4	402	214					65	45			127
149	Brooklyn, N. Y	St. James Commercial School*	Brother John	1850	13	0	483	0	0	0	400		0	0			

150	......do	Wright's Business College	Henry C. Wright	1873	6	3	184	133	182	40			120	30	10	12	65
151	Buffalo, N. Y	Buffalo College of Commerce*	C. O. Perrin	1887	9	8	600	200	350	118	350	300	75	45			
152	......do	Buffalo Business University*	C. M. Johnson	1883	5	1	216	93	167	44			75	40			
153	......do	Caton's National Business College.	M. J. Caton, president	1867	8	8	400	250	150	50			80	50	12	24	125
154	Elmira, N. Y	School of Commerce	Nelson A. Miller	1880	6	3	160	119	50	12			50	15	6	12	0
155	Geneva, Y	Geneva Business College and Short-hand Institute.	Ansel E. Mackey	1880	2	2	23	4	13	0	20	10	40	25	4–6	5–10	5
156	Ithaca, N. Y	Wyckoff's Phonographic Institute.	Mrs. M. A. Adsitt, manager.	1867	0	2	8	8			12		100		6–9		0
157	Jamestown, N. Y	Jamestown Business College and School of Phonography.	J. J. Crandall, president		5		50	55			64		50		6		40
158	Lima, N. Y	Genesee Business University*	Frank A. Bateman	1890	3	1	85	40					75				
159	New York, N. Y	Manhattan Business College*	Rev. Brother Castories	1864	12		225		12		175a	7	40	30			
160	......do	Packard's Business College	S. S. Packard, president	1856	10	4	450	150					200		10–15		66
161	......do	Paine's Business College	Rutherford & Howell	1849	3	1	153	34	89	19			88	88	12	12	89
162	New York N. Y. (107 W. 34th st.).	The Paine Uptown Business College.	H. W. Remington	1872	3	3	207	51	171	48			40–96	40–60	9	12	37
163	New York, N. Y	Walworth's Business and Stenographic College.*	C. A. Walworth, LL. B	1871	3		100	50	50	10	100	40	135	100			
164	Olean, N. Y	Westbrook Commercial College.	E. D. Westbrook	1886	3	1	75	29	20	6	60	20	120	50	6	12	20
165	Peekskill, N. Y	Westchester County Institute	Charles Unterreiner	1877	2	1	23	22			36		60		10		
166	Poughkeepsie, N. Y	Eastman Business College*	Clement C. Gaines	1859	13	3	1093	76	129	12	400	25	100	20			
167	Rochester, N. Y	Rochester Business University	Williams & Rogers	1863	10	2	356	73	63	19							
168	Troy, N. Y	Troy Business College	Thomas H. Shields	1858	9	3	380	78	104	43	175	120	100	40	6	12	59
169	Utica, N. Y	Utica Business College	G. F. Hendrick, T. H. Shields.	1862	3	3	90	39	41	30			60–75	20–35			
170	Littleton, N. C	Littleton High School and Business Institute.	L. W. Bagley	1885	2	1	61				40		50		8		
171	Oak Ridge, N. C	Oak Ridge Institute	J. A. & M. H. Holt	1852	4	4	274	26			175		40		5		20
172	Akron, Ohio	Akron Business College*	O. S. Warner	1866	1	0	11	0	8	3			20–40	15–25			
173	Canton, Ohio	The Canton Business College	William Feller, president.	1875	4	1	58	44	66	14			100	60	5	9	56
174	Camden, Ohio	Whittaker's Shorthand School*	Charles M. Whittaker	1890	1		8	5					96				
175	Cincinnati, Ohio	R. M. Bartlett's Commercial College.	C. M. Bartlett	1834	5		260	85					100	100	6	8	146
176	......do	The Nelson Business College*	Richard Nelson	1856	5	5	250	125					80				
177	Cleveland, Ohio	Caton's Business College	M. J. Caton, president	1891	3	1	100	35	110	45	125	125	100	60			
178	......do	Euclid Avenue Business College	......do	1887	18	3	1100	700			600	400	60	35			308
179	......do	Spencerian Business College	Spencer, Felton & Loomis.	1848	10	3	92	46					60–120		4–12	8–16	127
180	Columbus, Ohio	Columbus Business College	W. J. Hudson	1862	5	5	276	391	98	136	130	49	40	25	4	6	175
181	Dayton, Ohio	Miami Commercial College	A. D. Witt	1860	3	2	120	40					60	30	4–6	6	
182	Delaware, Ohio	National Pen Art Hall and Business College.	George W. Michael	1870	4	1	380	161					50		3		
183	Findlay, Ohio	Findlay Business College*	J. N. Wolfington	1883	3	1	52	41	13	10	48	18	45	45			
184	Germantown, Ohio	Twin Valley College—Actual Business School.	O. G. Brown	1889	1	1	25	24					40	25			4
185	Hamilton, Ohio	Ohio Commercial College	W. A. Nichols, president	1875	2	2	33	18	33	7			100	50	6	12	
186	Hopedale, Ohio	Buchanan Business Institute		1885	3	2	122	9			40		40		10		3

*Statistics of 1889-90.

TABLE 24.—*Statistics of commercial and business colleges for 1890-91*—Continued.

	Post-office.	Name.	Executive officer.	Year of first opening.	Instructors.		Students.				Average daily attendance.		Annual charge for tuition.		Number of months necessary for graduation.		Number of graduates in 1890-91.
							Day course.		Evening course.								
					Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.	Day course.	Evening course.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
187	Mansfield, Ohio	Ohio Business College	J. W. Sharp, PH. D.	1866	2	2	117	39	.....	.....	40	40	$70	$30	6	12	43
188	Oberlin, Ohio	Oberlin Business College	McKee & Henderson, principals.	.....	2	1	157	53	.....	.....	.....	.....	.....	.....	.....	.....	.....
189	Springfield, Ohio	Nelson Business College	R. J. Nelson, principal	1881	3	.....	81	3	.....	.....	.....	.....	80	.....	6	.....	.....
190	Toledo, Ohio	Toledo Business College	M. H. Davis	1856	5	0	525	375	100	25	250	125	50	40	8	.....	200
191	Washington C. H., Ohio.	Ohio Business University*	Edmund J. H. Duncan	1885	2	2	98	32	47	14	108	52	80	40	.....	.....	.....
192	Youngstown, Ohio	Normal Business College	J. C. Steiner, principal	1885	1	2	115	250	40	12	56	14	.....	.....	5	8	52
193	Zanesville, Ohio	Zanesville Business College	C. C. Kennison	1866	4	2	125	75	40	20	60	35	50	25	4	4	145
194	Baker City, Oregon	Baker City Normal and Business College.	J. J. Sturgill	1887	2	1	20	10	10	5	25	12	60	30	6	12	0
195	Portland, Oregon	Portland Business College	A. P. Armstrong	1866	6	3	375	125	8	20	225	50	60	60	5-7	10-15	150
196	Allentown, Pa	Allentown Business College	W. L. Blackman	1869	2	1	60	42	.....	.....	35	10	50	25	4-10	8-16	10
197	do	American Business College and Training School.	O. C. Dorney	1889	6	2	169	35	81	15	105	50	50	35	10	20	10
198	Altoona, Pa	Mountain City Business College.	G. G. Zeth, principal	1879	2	1	571	375	146	34	65	29	75	50	4	6	70
199	Easton, Pa	Easton College of Business	Chas. L. Free, principal	1870	3	.....	50	15	35	10	45	40	50	20	10	.....	15
200	Erie, Pa	Clark's Business College	H. C. Clark, president	1883	8	1	325	120	75	20	225	80	75	35	6	12	35
201	Harrisburg, Pa	Keystone Business College and School of Phonography.	H. O. Bernhardt	1889	3	0	78	50	33	21	56	25	75	38	6	12	40
202	Lancaster, Pa	Keystone Business College	W. D. Mosser	1889	1	.....	24	16	10	7	.....	.....	60	45	8	10	12
203	do	Lancaster Business College	H. C. Weidler	1880	2	1	56	19	23	7	50	20	50	25	4-10	8	10
204	Meadville, Pa	Bryant, Stratton & Smith Business College.	A. W. Smith	1865	4	1	250	50	40	30	150	60	50	15	10	4	25
205	Philadelphia, Pa. (917-919 Chestnut st.).	Palms Business College*	T. W. Palms	1885	3	0	121	0	74	0	.....	.....	50	12	.....	.....	.....
206	Philadelphia, Pa	Peirce College of Business and Shorthand.	Thomas May Peirce, A. M., PH. D., principal.	1865	23	3	555	226	411	72	421	317	120	50	9	18	80

207	......do	Prickett College of Commerce*	Thomas J. Prickett	1884	16	3	541	143	371	102	.....	.....		110	a25	.....	.....	.....
208	Pittsburg, Pa	Curry Business College and Curry School of Shorthand.	H. M. Rowe	1850	5	8	177	88	122	60	.....	.....		65	60	8-10	.....	135
209	......do	Duff's Mercantile College	Peter Duff	1840	7	0	350	150	250	30	250	200		50	50	4-6	7-9	30
210	Scranton, Pa	Wood's Business College	F. E. Wood	1886	8	5	478	150	305	20	330	325		40	30	10	15	147
211	Union City, Pa	Luce's Commercial College	N. R. Luce	.....	2	1	42	23	42	23	.....	.....	.....	.....	.....	9	.....	7
212	Wilkes Barre, Pa	Wilkes Barre Business College	G. L. Baldwin, A. W. Moss, principals.	1885	4	1	178	39	84	12	70	40		50	45	4-5	12-14	74
213	Williamsport, Pa	Williamsport Commercial College and School of Short-hand.	F. M. Allen	1863	5	2	200	.....	.....	.....	.....	25		25	.....	.....	.....	.....
214	York, Pa	Bachelder's Business College	J. M. Bachelder	1886	1	.....	25	8	8	4	.....	.....	.....	.....	.....	6	6	.....
215	East Greenwich, R. I.	Greenwich Business College*	Francis D. Blakeslee, D. D	1802	1	0	62	36	.....	.....	45	.....		35	.....	.....	.....	.....
216	Providence, R. I	Providence Bryan & Stratton Business College.	Theodore B. Stowell	1863	7	1	191	111	15	11	.....	.....		100	20	10	.....	75
217	......do	Scholfield's Commercial College.	Albert G. Scholfield	1846	4	1	113	34	32	16	.....	.....	.....	.....	.....	6	12	53
218	Sioux Falls, S. Dak.	Sioux Falls Business College	G. C. Christopherson	1887	2	.....	50	25	25	15	40	20		50	20	5	4	.....
219	Benton, Tenn	Benton Academy and Business College.	I. J. Wood	1890	2	2	90	84	0	0	75	0		80	.....	7	0	6
220	Chattanooga, Tenn	Behm's Commercial College	Jeremiah Behm	1875	1	.....	12	2	15	.....	.....	.....		50	50	.....	.....	1
221	......do	Mountain City Business College.	Wiley Brothers	1886	3	2	127	70	31	8	80	18		75	30	6-8	12-16	.....
222	Knoxville, Tenn	Knoxville Business College	J. T. Johnson	1885	4	0	170	30	40	0	70	20		100	45	6	12	15
223	Memphis, Tenn	Nelson's Business College	A. E. Nelson, president	1887	4	.....	100	80	23	.....	50	20		120	50	6	18	.....
224	Nashville, Tenn	Goodman's Business College*	Frank Goodman	1870	2	1	150	0	.....	.....	114	.....		120	.....	.....	.....	.....
225	......do	Jennings Business College	R. W. Jennings	1884	5	0	145	5	.....	.....	40	0		50	.....	3	.....	140
226	Washington College, Tenn.	Christie's Music Business College.	H. R. Christie	1877	8	1	254	0	0	0	0	0		30	0	4	0	10
227	Austin, Tex	Capital Business College	O. G. Neumann	1883	7	1	154	42	38	2	98	24		50	25	12	.....	60
228	Dallas, Tex	Hill's Business College	J. H. Gillespie, principal.	1887	5	.....	188	20	17	2	50	15		50	25	4-6	12	21
229	Fort Worth, Tex.	Fort Worth Business College	F. P. Preuitt	1879	3	1	287	85	95	24	97	48		50	35	8	12	
230	Omen, Tex	Summer Hill Business College	J. P. Jurner	1888	4	.....	15	1	.....	.....	.....	.....		30	.....	3½	.....	.....
231	Thorp's Spring, Tex.	Commercial Department, Add-Ran Christian University.	A. C. Easley	1890	2	1	40	35	0	0	25	0		60	.....	6-9	0	4
232	Waco, Tex	Hill's Waco Business College*	R. H. Hill	1880	6	1	375	25	.....	.....	125	.....		50	.....	.....	.....	8
233	Burlington, Vt	Burlington Business College	E. G. Evans	1878	1	3	57	30	22	5	40	15		56-80	.....	3-10	12	.....
234	Lynden Center, Vt.	Lyndon Commercial College	Walter E. Ranger, principal	1883	3	1	74	0	0	0	.....	.....		30	.....	10	.....	24
235	Waterbury Center, Vt	Minard Commercial College	Charles E. Martin	1881	4	.....	30	10	0	0	25	0		26	.....	9	.....	21
236	Rutland, Vt	Rutland English and Classical Institute and Business College.	George W. Perry and O. H. Perry, principals	1889	2	4	50	36	0	0	.....	.....		b25	.....	18	0	9
237	Richmond, Va	Smithdeal Business College	G. M. Smithdeal	1867	3	1	57	28	53	6	55	28		50	50	3-6	9-12	4
238	Suffolk, Va	Reid's Normal and Business Institute.	John M. Reid	1891	1	2	47	30	.....	.....	60	0		40	.....	9	.....	.....
239	Spokane, Wash	Spokane Business College	Jno. R. Cassin	1887	4	0	120	27	11	5	75	27		65	65	6	10	20
240	Wallawalla, Wash.	Empire Business College	J. F. Stubblefield	1882	2	1	69	8	.....	.....	.....	.....	.....	.....	.....	6	12	9
241	Wheeling, W. Va.	Wheeling Business College	J. M. Frasher	1859	4	1	223	80	77	20	150	45	.....	.....	.....	.....	.....	31
242	Appleton, Wis	De Land's Business College	O. P. De Land	1883	2	2	42	28	21	9	.....	.....		65	40	8	.....	.....

* Statistics of 1889-90.

a Six months.

b Per term.

	Post-office.	Name.	Executive officer.	Year of first opening.	Instructors.		Students.				Average daily attendance.		Annual charge for tuition.		Number of months necessary for graduation.		Number of graduates in 1890-91.
							Day course.		Evening course.								
					Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.	Day course.	Evening course.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
243	Chippewa Falls, Wis.	Chippewa Falls Business College and School of Shorthand and Typewriting.*	C. H. Howelson	1887	1	1	27	20	......	......	40	60	$48	......	......	......	......
244	Fond du Lac, Wis	Fond du Lac Commercial College.	Salem D. Mann	1866	1	1	41	37	20	6	......	......	40	$18	6	9	10
245	Green Bay, Wis	Green Bay Business College	J. N. McCunn	1868	3	3	175	41	20	4	125	18	60	50	8	......	12
246	La Crosse, Wis	La Crosse Business College*	J. L. Wallace	1868	2	1	110	20	12	2	......	......	40	a5	......	......	......
247	Madison, Wis	Northwestern Business College.	R. G. Deming and J. C. Proctor.	1856	5	0	141	66	35	11	105	17	45	20	6	12	16
248	Milwaukee, Wis	Charles Mayer's Commercial College.	Charles Mayer	1876	6	4	340	45	......	......	......	......	100	50	......	......	......
249	......do	Spencerian Business College	Robert C. Spencer	1863	4	6	205	86	68	21	150	70	100	25-35	10	6	......
250	......do	Wilmot Business and Shorthand College.	Mitchell Wilmot	1881	3	1	65	36	30	24	40	20	65	50	6	10	......

*Statistics 1889-90.

a Per month.

SCHOOLS FOR THE COLORED RACE.

TABLE 25.—*Statistics of institutions for the instruction of the colored race, for 1890-91.*

NORMAL SCHOOLS.

Location.	Name.	Religious denomination.	Instructors.	Students.			
				Normal.	Preparatory.	Elementary.	Total.
Huntsville, Ala	Central Alabama Academy	M. E	4	43	22	146	211
Do	State Colored Normal and Industrial School.	Nonsect	16	96	167	0	263
Marion, Ala	Colored Normal Institute	Cong	7	15	30	174	219
Mobile, Ala	Emerson Institute	Cong	10	21	43	300	364
Montgomery, Ala	State Normal School for Colored Students.	Nonsect	.....	453	200	185	838
Talladega, Ala	Normal Department of Talladega College.	Cong	2	32	0	0	32
Tuskegee, Ala	Tuskegee Normal and Industrial Institute.	Nonsect	31	217	230	0	447
Little Rock, Ark	Normal Department of Philander Smith College.	M. E	1	12	0	0	12
Pine Bluff, Ark	Branch Normal College of Arkansas Industrial University.	Nonsect	5	64	0	0	64
Southland, Ark	Southland College and Normal Institute.	Friends	12	84	46	80	210
Washington, D. C	Normal Department of Howard University.	Nonsect	6	134	0	0	134
Do	Washington Normal School (seventh and eighth divisions).	Nonsect	6	26	0	0	26
Tallahassee, Fla	State Normal College for Colored Teachers.	Nonsect	3	14	52	0	66
Atlanta, Ga	Normal Department of Atlanta University.	Nonsect	4	88	0	0	88
Do	Normal Department of Clark University.	M. E	2	20	0	0	20
Augusta, Ga	The Paine Institute.	M. E. So	7	46	39	67	152
New Orleans, La	Normal Department of New Orleans University.	M. E	3	38	0	0	38
Do	Normal Department of Southern University.	Nonsect	6	53	0	0	53
Do	Normal Department of Straight University.	Nonsect	.....	65	0	0	65
Baltimore, Md	Normal Department of Morgan College.	M. E	4	77	0	0	77
Holly Springs, Miss	Normal Department of Rust University.	M. E	2	69	0	0	69
Do	Mississippi State Colored Normal School.	Nonsect	4	31	43	88	162
Jackson, Miss	Jackson College	Bapt	8	160	50	67	277
Tougaloo, Miss	Tougaloo University	Cong	19	33	63	248	344
Jefferson City, Mo	Lincoln Institute	Nonsect	7	42	163	0	205
Ashboro, N. C	Ashboro Normal School*	Friends	2	86	0	0	86
Fayetteville, N. C	State Colored Normal School*	Nonsect	3	140	0	0	140
Franklinton, N. C	State Colored Normal School.	Nonsect	10	13	39	87	139
Goldsboro, N. C	do	Nonsect	4	119	19	.....	138
Lumberton, N. C	Whitin Normal School	Nonsect	2	27	0	50	77
Plymouth, N. C	State Colored Normal School.	Nonsect	4	82	37	0	119
Raleigh, N. C	Normal Department of Shaw University.	Bapt	11	244	47	0	291
Do	St. Augustine Normal School and Collegiate Institute.	P. E	8	74	42	45	161
Salisbury, N. C	State Colored Normal School*	Nonsect	4	119	0	0	119
Do	Normal Department of Livingstone College.*	A. M. E. Z	5	33	0	0	33
Wilberforce, Ohio	Normal Department of Wilberforce University.	A. M. E	5	27	27	0	54
Aiken, S. C	Schofield Normal and Industrial School.	Nonsect	8	47	38	77	162
Charleston, S. C	Avery Normal Institute	Cong	8	156	113	126	395
Columbia, S. C	Normal Department of Allen University.	A. M. E	.....	194	0	0	194
Greenwood, S. C	Brewer Normal School	Cong	8	104	50	320	474
Orangeburg, S. C	Normal Department of Claflin University.	M. E	5	112	0	0	112

*In 1889-90

TABLE 25.—*Statistics of institutions for the instruction of the colored race, for 1890-91*—Continued.

NORMAL SCHOOLS—Continued.

Location.	Name.	Religious denomination.	Instructors.	Students.			
				Normal.	Preparatory.	Elementary.	Total.
Knoxville, Tenn	Normal Department of Knoxville College.	Presb	9	72	0	0	72
Memphis, Tenn	Le Moyne Normal Institute	Cong	16	120	38	436	594
Morristown, Tenn	Morristown Normal Academy	M. E	8	65	111	130	306
Nashville, Tenn	Normal Department of Central Tennessee College.	M. E	3	68	0	0	68
Do	Normal Department of Fisk University.	Cong	8	76	0	0	76
Do	Normal Department of Roger Williams University.	Bapt	2	39	0	0	39
Austin, Tex	Tillotson Collegiate and Normal Institute.	Cong	9	30	2	168	200
Hempstead, Tex	Prairie View State Normal School.*	Nonsect	5	138	0	0	138
Hampton, Va	Hampton Normal and Agricultural Institute.	Cong	35	333	303	0	636
Petersburg, Va	Virginia Normal and Collegiate Institute.	Nonsect	16	168	164	59	391
Harper's Ferry, W. Va.	Storer College	Nonsect	8	185	0	0	185
	Colored normal students in various Northern schools.			297			297
	Total		375	5,011	2,178	2,853	10,042

UNIVERSITIES AND COLLEGES.

Location.	Name.	Religious denomination.	Instructors.	Students *a*.			
				Collegiate.	Preparatory.	Elementary.	Total.
Selma, Ala	Selma University	Bapt	7	10	35	480	525
Little Rock, Ark	Philander Smith College	M. E	15	14	29	264	307
Washington, D. C	Howard University	Nonsect	9	24	40	0	64
Atlanta, Ga	Atlanta University	Nonsect	26	20	51	439	510
Do	Clark University	M. E	12	3	23	404	430
Berea, Ky	Berea College	Nonsect	18	31	67	258	356
New Orleans, La	Leland University	Bapt	13	3	21	263	287
Do	New Orleans University	M. E	17	10	20	459	489
Do	Southern University	Nonsect	17	0	48	352	400
Do	Straight University	Cong	16	3	6	497	506
Baltimore, Md	Morgan College	M. E	9	4	50	40	94
Holly Springs, Miss	Rust University	Nonsect	8	33	40	184	257
Rodney, Miss	Alcorn Agricultural and Mechanical College.	Nonsect	9	86	50	102	238
Charlotte, N. C	Biddle University	Presb	8	46	56	60	162
Raleigh, N. C	Shaw University	Bapt	3	36	33	0	69
Salisbury, N. C	Livingstone College	A. M. E. Z	12	25	70	180	275
Wilberforce, Ohio	Wilberforce University	A. M. E	9	12	25	127	164
Lincoln University, Pa	Lincoln University	Presb	14	143	63	0	206
Columbia, S. C	Allen University	A. M. E	9	12	120	288	420
Orangeburg, S. C	Claflin University	M. E	16	18	19	820	852
Knoxville, Tenn	Knoxville College	Presb	18	15	52	174	241
Nashville, Tenn	Central Tennessee College	M. E	29	9	50	541	600
Do	Fisk University	Cong	21	51	68	293	412
Do	Roger Williams University	Bapt	13	18	24	145	187
Waco, Tex	Paul Quinn College	A. M. E	5	27	11	147	185
	Colored students attending various Northern universities and colleges.			160			160
	Total		334	808	1,071	6,517	8,396

*In 1889-90.

a Exclusive of professional and normal students.

TABLE 25.—*Statistics of institutions for the instruction of the colored race, for 1890-91*—Continued.

INSTITUTIONS FOR SECONDARY INSTRUCTION.

Location.	Name.	Religious denomination.	Instructors.	Students.		
				Secondary.	Elementary.	Total.
Athens, Ala	Trinity School	Cong	5	14	185	199
Prattville, Ala	Prattville Male and Female Academy.*	Nonsect	3	......	......	44
Selma, Ala	Burrell School	Cong	8	......	......	219
Talladega, Ala	Talladega College	Cong	16	41	446	487
Jacksonville, Fla	Cookman Institute	M. E	9	39	392	431
Live Oak, Fla	Florida Institute	Bapt	4	7	98	105
Athens, Ga	Jewel Normal School*	......	2	......	......	90
Do	Knox Institute*	......	1	......	......	20
Atlanta, Ga	Atlanta Baptist Seminary	Bapt	5	119	85	204
Do	Spelman Seminary	Bapt	34	102	740	842
Do	Storrs School	Cong	8	......	......	481
La Grange, Ga	La Grange Academy	M. E	3	3	167	170
McIntosh, Ga	Dorchester Academy	Cong	7	......	......	308
Macon, Ga	Ballard Normal School	Cong	13	......	......	680
Savannah, Ga	Beach Institute	Cong	11	......	......	351
Thomasville, Ga	Industrial Institute	Cong	7	......	......	201
Waynesboro, Ga	Haven Academy	M. E	3	3	178	181
Lexington, Ky	Lexington Colored Normal School	Cong	6	......	......	215
New Castle, Ky	Christian Bible School*	Christ	1	......	......	27
Alexandria, La	Alexandria Academy	M. E	4	......	......	138
New Iberia, La	Mount Carmel Convent*	......	1	......	......	15
New Orleans, La	La Harpe Academy	M. E	2	......	......	112
Winsted, La	Gilbert Academy	M. E	24	16	374	390
Princess Anne, Md	Delaware Academy	M. E	3	18	44	62
Clinton, Miss	Mount Hermon Female Seminary	Nonsect	6	22	157	179
Meridian, Miss	Meridian Academy	M. E	8	72	153	225
Natchez, Miss	Natchez College	Bapt	......	45	114	159
Mill Spring, Mo	Hale's College	Bapt	2	54	11	65
All Healing, N. C	Lincoln Academy	Cong	5	......	......	137
Beaufort, N. C	Washburn Seminary	Cong	5	18	102	120
Concord, N. C	Scotia Seminary	Presb	11	17	221	238
Greensboro, N. C	Bennett Seminary	M. E	7	39	183	222
Wilmington, N. C	Gregory Institute	Cong	11	120	260	380
Windsor, N. C	Rankin-Richards Institute	Nonsect	3	22	178	200
Winton, N. C	Waters Normal Institute	Bapt	4	4	158	162
Philadelphia, Pa	Institute for Colored Youth	Friends	6	50	250	300
Charleston, S. C	Wallingford Academy	Presb	7	53	452	505
Chester, S. C	Brainerd Institute	Presb	11	75	395	470
Columbia, S. C	Benedict Institute	Bapt	7	52	271	323
Frogmore, S. C	Penn Industrial and Normal School	Nonsect	3	36	210	246
Morristown, Tenn	Morristown Seminary and Normal Institute.	M. E	8	69	237	306
Crockett, Tex	Mary Allen Seminary	Presb	......	......	......	200
Hearne, Tex	Hearne Academy	Bapt	2	29	94	123
Marshall, Tex	Bishop College	Bapt	8	150	133	283
Do	Wiley University	M. E	10	22	309	331
Norfolk, Va	Norfolk Mission School	U. Presb	10	47	516	563
Richmond, Va	Hartshorn Memorial College	Bapt	8	43	60	103
	Colored pupils attending various other secondary schools.	......	......	80	......	80
	Total	......	317	......	......	11,837

*In 1889-90.

TABLE 25.—*Statistics of institutions for the instruction of the colored race, for 1890-91*—Continued.

SCHOOLS OF THEOLOGY.

Location.	Name.	Religious denomination.	Instructors.	Students.
Selma, Ala	Theological Department of Selma University*	Bapt	4	25
Talladega, Ala	Theological Department of Talladega College	Cong	1	9
Tuscaloosa, Ala	Institute for Training Colored Ministers	Presb	2	23
Little Rock, Ark	Theological Department of Philander Smith College.	M. E	......	20
Washington, D. C	Theological Department of Howard University	Nonsect	10	27
Do	Wayland Seminary	Bapt	6	41
Atlanta, Ga	Atlanta Baptist Seminary	Bapt	3	66
Do	Gammon Theological Seminary	M. E	4	75
Berea, Ky	Theological Department of Berea College	Nonsect	2	19
New Orleans, La	Gilbert Haven School of Theology (N. O. Univ.)	M. E	3	15
Do	Theological Department of Leland University	Bapt	2	25
Do	Theological Department of Straight University.	Cong	2	6
Baltimore, Md	Theological Department of Morgan College	M. E	3	8
Holly Springs, Miss	Theological Department of Rust University	M. E	2	24
Charlotte, N. C	Theological Department of Biddle University	Presb	3	15
Raleigh, N. C	Theological Department of St. Augustine's Normal School.	P. E	2	9
Do	Theological Department of Shaw University	Bapt	2	46
Wilberforce, Ohio	Theological Department of Wilberforce University.	A. M. E	3	6
Lincoln University, Pa.	Theological Department of Lincoln University	Presb	7	22
Columbia, S. C	Benedict Institute*	Bapt	1	43
Do	Theological Department of Allen University	A. M. E	6	22
Nashville, Tenn	Theological Department of Central Tennessee College.	M. E	4	34
Do	Theological Department of Fisk University	Cong	1	9
Do	Theological Department of Roger Williams University.	Bapt	2	22
Richmond, Va	Richmond Theological Seminary	Bapt	4	60
	Colored students in theological schools designed for whites.	......	......	71
	Total		79	735

SCHOOLS OF LAW.

Location.	Name.	Instructors.	Students.
Washington, D. C	Law Department of Howard University	5	63
Raleigh, N. C	Law Department of Shaw University	1	9
Wilberforce, Ohio	Law Department of Wilberforce University	2	2
Columbia, S. C	Law Department of Allen University	......	20
Nashville, Tenn	Law Department of Central Tennessee College	3	7
	Colored students attending law schools designed for whites.	......	20
	Total	11	121

* In 1889-90.

TABLE 25.—*Statistics of institutions for the instruction of the colored race, for 1890-91*—Continued.

SCHOOLS OF MEDICINE, DENTISTRY, AND PHARMACY.

Location.	Name.	Instructors.	Students.
Little Rock, Ark	Medical department of Philander Smith College	1	10
Washington, D. C	Howard University:		
	Medical department	11	60
	Pharmaceutical department	4	7
	Dental department	......	7
New Orleans, La	Medical department of New Orleans University	6	18
Raleigh, N. C	Leonard Medical College of Shaw University	7	48
Nashville, Tenn	Central Tennessee College:		
	Meharry medical department	13	79
	Dental department	......	5
	Pharmaceutical department	5	9
	Colored students attending schools designed for whites.	......	63
	Total	47	303

SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND. [a]

Little Rock, Ark	Arkansas School for the Blind	15	21
Do	Arkansas Institute for Deaf-Mutes	8	11
St. Augustine, Fla	Florida Institute for the Deaf and the Blind	6	15
Cave Spring, Ga	Georgia Institute for the Deaf and Dumb	9	33
Macon, Ga	Georgia Academy for the Blind	10	17
Danville, Ky	Kentucky Institution for the Education of Deaf-Mutes.	18	35
Louisville, Ky	Kentucky Institution for the Education of the Blind	8	24
Baltimore, Md	Maryland School for Colored Blind and Deaf-Mutes	[b]4	22
Jackson, Miss	Institution for the Education of Deaf and Dumb	11	18
Fulton, Mo	School for the Deaf and Dumb	18	10
St. Louis, Mo	Missouri School for the Blind	15	7
Raleigh, N. C	North Carolina Institution for the Deaf and Dumb and the Blind.	10	57
Cedar Spring, S. C	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	[b]2	24
Knoxville, Tenn	Tennessee School for the Deaf and Dumb	11	27
Nashville, Tenn	Tennessee School for the Blind	9	15
Austin, Tex	Institution for Deaf and Dumb and Blind Colored Youth.	[b]4	68
	Deaf, dumb, and blind colored youth in various other institutions (mainly Northern).	......	132
	Total	158	536

[a] Instructors for both white and colored departments are given.
[b] For colored department only.

TABLE 26.—*Summary of statistics of State institutions for the deaf, for 1890-91.*

Division and State.	Number of institutions.	Instructors.						Pupils.								Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female	Total.	Articulation.	Auricular perception.	Industrial department.	Male.	Female.	Total.	Articulation.	Auricular perception.	Kindergarten.	Industrial department.	Graduates in 1890-91.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	48	267	316	583	107	27	184	4,266	3,285	7,511	2,806	199	219	3,222	252	61,292	$15,085	$9,393,527	$1,619,402	$1,756,857
North Atlantic Division	13	61	139	200	107	18	73	1,382	1,099	2,481	1,661	98	196	1,391	121	17,937	7,370	2,835,596	556,618	578,069
Massachusetts	1	0	2	2	1	.....	2	20	8	28	20	.....	.....	.....	.....	.....	.....	.....	4,000	4,046
Connecticut	1	7	9	16	4	0	3	89	62	151	85	0	0	86	12	2,000	.....	250,000	24,636	24,636
New York	7	37	80	117	79	18	47	793	624	1,417	1,225	98	193	899	79	7,996	4,870	1,355,629	332,932	356,230
New Jersey	1	4	7	11	2	0	8	63	70	133	30	0	.....	57	0	550	300	100,000	38,000	38,000
Pennsylvania	3	13	41	54	21	0	13	417	335	752	301	0	0	349	30	7,391	2,200	1,129,967	157,050	155,157
South Atlantic Division	9	48	25	73	10	0	27	393	328	721	246	15	26	248	25	10,845	4,530	1,416,000	179,915	250,278
Maryland	2	10	9	19	2	0	7	64	57	121	56	0	20	94	4	2,595	780	250,000	25,000	25,000
District of Columbia	1	12	2	14	1	0	1	70	24	94	34	.....	.....	10	7	3,500	3,000	700,000	.....	65,148
Virginia	1	7	2	9	1	0	5	46	47	93	25	0	0	28	6	200	50	175,000	35,000	34,951
West Virginia	1	4	2	6	1	0	6	39	38	77	36	0	0	36	0	800	0	70,000	27,040	27,291
North Carolina	1	6	2	8	1	0	2	61	61	122	61	15	.....	11	0	1,800	.....	100,000	40,000	40,000
South Carolina	1	2		6	2	0	4	33	36	69	20	0	0	0	3	550	.....	55,000	13,375	18,188
Georgia	1	6	3	9	1	0	1	62	48	110	0	0	0	62	5	1,200	700	70,000	32,000	32,200
Florida	1	1	1	2	1	0	1	81	17	35	14	0	6	4	0	200	0	16,000	7,500	7,500
South Central Division	8	44	32	76	8	1	24	525	407	926	23	14	0	387	6	4,750	1,235	1,130,000	230,318	199,449
Kentucky	1	11	7	18	1	0	4	111	65	176	31	0	0	54	0	1,300	10	178,000	38,000	38,000
Tennessee	1	6	5	11	1	0	4	91	67	158	68	0	0	26	0	600	.....	125,000	36,000	35,500
Alabama	1	3	3	6	1	0	3	42	40	82	18	0	0	28	0	600	500	75,000	42,000	18,270
Mississippi	1	8	1	9	1	1	2	45	50	95	15	6	0	10	0	500	.....	100,000	14,622	14,628
Louisiana	1	2	3	5	1	0	1	32	30	62	24	8	.....	10	0	300	.....	250,000	19,000	17,500
Texas	2	12	7	19	2	0	6	142	87	229	42	0	0	56	6	650	225	212,000	63,456	55,897
Arkansas	1	2	6	8	1	0	4	62	62	124	30	0	0	203	0	800	500	90,000	17,240	19,670
North Central Division	12	95	108	203	25	5	53	1,755	1,314	3,069	757	50	0	1,091	94	25,655	1,900	3,222,855	502,701	553,020
Ohio	1	10	14	24	2	0	8	197	198	395	114	0	0	135	12	2,500	500	750,000	90,935	90,935
Indiana	1	12	9	21	1	0	4	180	162	342	68	0	0	114	18	3,800	500	521,100	83,500	72,388

Illinois	1	16	23	39	6	0	6	300	219	519	200	15	0	183	10	12,340	500	400,000	105,000	105,000
Michigan	1	6	12	18	2	0	5	157	145	302	50	0	0	119	24	....	150	419,755	57,000	57,000
Wisconsin	1	10	9	19	3	0	6	145	78	223	45	0	0	80	10	1,400	100	110,000	40,000	39,234
Minnesota	1	6	5	11	2	1	5	117	89	206	65	0	0	151	13	1,350	50	220,000	37,612	37,612
Iowa	1	10	8	18	2	0	0	190	110	309	25	0	0	0	0	1,800	....	400,000	....	64,800
Missouri	1	8	10	18	2	0	7	204	121	325	80	0	0	97	0	1,150	....	250,000	49,054	49,054
North Dakota	1	1	1	2	0	0	0	13	10	23	0	0	0	0	0	80	....	37,000	5,000	5,000
South Dakota	1	2	1	3	1	0	4	25	15	40	23	0	0	18	0	120	....	....	....	....
Nebraska	1	4	5	9	3	3	3	79	63	142	47	25	0	101	7	....	....	....	....	....
Kansas	1	10	11	21	1	1	5	139	104	243	40	10	0	93	0	1,115	100	115,000	34,600	32,000
Western Division	6	19	12	31	5	3	7	211	143	354	120	22	0	110	6	2,105	50	789,076	139,850	167,041
Colorado	1	5	4	9	1	1	3	40	40	80	24	12	0	53	0	520	50	157,076	37,622	88,867
New Mexico	1	1	1	2	0	0	0	7	2	9	0	0	0	0	0	60	0	....	2,478	2,478
Utah	1	1	2	3	0	0	1	27	10	37	10	0	0	17	0	25	0	100,000	10,000	10,000
Washington	1	2	1	3	1	1	0	25	18	43	11	5	0	7	0	....	....	87,000	37,000	12,000
Oregon	1	3	1	4	1	1	1	21	12	33	15	5	0	7	0	0	0	10,000	7,000	7,000
California	1	7	3	10	2	0	2	91	61	152	60	0	0	26	6	1,500	....	435,000	45,750	46,696

TABLE 27.—*Statistics of State institutions for the deaf, for 1890-91*—PART I.

	Post-office.	Name.	Year of first opening.	Superintendent or principal.	Instructors.					Pupils.					Industrial department.				Graduates in 1890-91.	Method of instruction.
					Male.	Female.	In articulation.	In aural development.	In industrial department.	Male.	Female.	In articulation.	In aural development.	In kindergarten.	Carpentry and joinery.	Shoemaking.	Printing.	Other trades.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Talledaga, Ala	Alabama Institution for the Deaf	1860	J. H. Johnson, M. D	3	3	1	0	3	42	40	18	0	0	12	....	16	....	0	Combined.
2	Little Rock, Ark	Arkansas Deaf-Mute Institute	1867	Francis D. Clarke	2	6	1	0	4	62	62	30	0	0	0	24	19	160	*a*0	Combined.
3	Berkeley, Cal	Institution for the Deaf and Dumb and the Blind.	1860	Warring Wilkinson	7	3	2	....	2	91	61	60	0	....	13	0	13	....	6	Combined.
4	Colorado Springs, Colo.	Colorado Institution for the Education of the Mute and the Blind.	1874	John E. Ray	5	4	1	1	3	40	40	24	12	....	9	0	13	31	0	Combined.
5	Hartford, Conn	American Asylum at Hartford for the Education and Instruction of the Deaf and Dumb.	1817	Job Williams	7	9	4	0	3	89	62	85	0	0	0	24	0	50	12	Combined.
6	Washington, D. C.	Columbia Institution for the Deaf and Dumb.	1857	Edward M. Gallaudet LL. D., president.	12	2	1	....	1	70	24	34	....	....	10	....	....	....	7	Combined.
7	St. Augustine, Fla.	Florida Blind and Deaf-Mute Institute.	1885	William A. Caldwell.	1	1	1	....	1	18	17	14	....	6	2	0	0	2	0	Combined.
8	Cave Spring, Ga	Georgia Institution for the Education of the Deaf and Dumb.	......	W. O. Conner, principal.	6	3	1	0	1	62	48	....	....	....	....	62	....	....	5	Combined.
9	Jacksonville, Ill	Illinois Institution for the Education of the Deaf and Dumb.	1846	Phillip G. Gillett, A. M., LL. D.	16	23	6	....	6	300	219	200	15	....	23	35	26	99	10	Combined.
10	Indianapolis, Ind	Indiana Institution for the Education of the Deaf and Dumb.	1844	Richard O. Johnson	12	9	1	0	4	180	162	68	0	0	55	20	25	14	18	Combined.
11	Council Bluffs, Iowa	Iowa Institution for the Deaf and Dumb.	1859	Henry W. Rothert	10	8	2	....	....	199	110	25	....	....	....	....	....	....	....	Combined.
12	Olathe, Kans	Kansas Institution for the Education of the Deaf and Dumb.	1861	S. T. Walker, superintendent.	10	11	1	1	5	139	104	40	10	0	43	20	22	8	0	Combined.
13	Danville, Ky	Kentucky Institute for Deaf-Mutes.	1823	William K. Argo	11	7	1	....	4	111	65	31	....	....	14	15	15	10	3	Combined.
14	Baton Rouge, La	Louisiana Institution for the Education of the Deaf and Dumb and the Blind.	1852	John Jastremski	2	3	1	....	1	32	30	24	8	....	....	....	10	....	....	Combined.
15	Baltimore, Md	Maryland School for the Colored Blind and Deaf.	1872	Frederick D. Morrison.	4	1	0	0	3	13	7	0	0	0	0	9	0	6	1	Manual.
16	Frederick, Md	Maryland School for the Deaf and Dumb.	1868	Charles W. Ely	6	8	2	0	4	51	50	56	0	20	10	20	9	40	3	Combined.

17	Beverly, Mass	New England Industrial School for Deaf-Mutes.	1880	Nellie H. Swett	....	2	1	....	2	20	8	20	....	....	....	....	....	....	....	Manual.
18	Flint, Mich	Michigan School for the Deaf	1854	M. T. Gass	6	12	2	....	5	157	145	50	....	....	40	19	20	40	24	Combined.
19	Faribault, Minn	Minnesota School for the Deaf	1863	J. L. Noyes	6	5	2	1	5	117	89	65	0	....	9	18	15	114	13	Combined.
20	Jackson, Miss	Institution for the Education of the Deaf and Dumb.	1854	J. R. Dobyns, M. A.	8	1	1	1	2	45	50	15	6	....	3	....	7	....	....	Combined.
21	Fulton, Mo	School for the Deaf and Dumb	1851	James N. Tate	8	10	2	0	7	204	121	80	....	0	42	36	19	....	0	Combined.
22	Omaha, Nebr	Nebraska Institute for the Deaf and Dumb.	1869	J. A. Gillispie	4	5	3	3	3	79	68	47	25	0	18	0	20	63	7	Combined.
23	Chambersburg (near Trenton), N. J.	New Jersey School for Deaf-Mutes.	1883	Weston Jenkins	4	7	2	....	3	68	70	80	....	....	15	18	12	12	....	Combined.
24	Sante Fe, N. Mex	New Mexico School for the Deaf and Dumb.	1885	Lars M. Larson	1	1	0	0	0	7	2	0	0	0	0	0	0	0	0	Manual.
25	Buffalo, N. Y. (125 Edward st.).	Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes.	1857	Sister Mary Anne Burke.	3	16	11	2	7	74	67	141	8	30	3	5	14	85	14	Combined.
26	Fordham, N. Y	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.	1869	Ernestine Narden, president.	1	22	23	7	14	142	164	286	43	0	2	16	12	52	0	Oral.
27	Malone, N. Y	Northern New York Institution for Deaf-Mutes.	1884	Henry C. Rider	4	2	1	0	3	58	37	30	0	0	0	7	0	21	0	Combined.
28	New York, N. Y. (Lex. ave., bet 67th and 68th sts.).	Institution for the Improved Instruction of Deaf-Mutes.	1867	D. Greenberger	9	12	21	....	3	110	101	211	....	66	47	....	....	102	29	Oral.
29	New York, N. Y. (Washington Heights).	New York Institution for the Instruction of the Deaf and Dumb.	1818	C. H. Brainard	7	9	7	7	11	231	111	335	35	58	47	22	23	157	17	Combined.
30	Rochester, N. Y. (945 N. St. Paul st.).	Western New York Institution for Deaf-Mutes.	1876	Zonas F. Westervelt.	5	16	13	2	6	87	73	160	12	44	12	....	22	73	1	Oral.
31	Rome, N. Y	Central New York Institution for Deaf-Mutes.	1875	Edward B. Nelson, B. A.	8	3	3	....	3	91	71	162	....	....	12	21	22	7	12	Combined.
32	Raleigh, N. C	North Carolina Institution for the Deaf and Dumb and the Blind.	1845	W. J. Young	6	2	1	....	2	61	61	15	....	....	1	10	....	....	....	Combined.
33	Devils Lake, N. Dak.	School for the Deaf of North Dakota.	1890	A. R. Spear	1	1	....	....	....	13	10	....	....	....	....	....	....	....	....	Manual.
34	Columbus, Ohio	Ohio Institution for the Education of the Deaf and Dumb.	1829	James W. Knott, M. S.	10	14	2	0	8	197	198	114	0	0	38	26	35	36	12	Combined.
35	Salem, Oregon	Oregon School for Deaf-Mutes	1870	Rev. P. S. Knight, PH. D.	3	1	1	1	1	21	12	15	5	0	0	0	3	4	0	Combined.
36	Philadelphia, Pa	Pennsylvania Institution for the Deaf and Dumb.	1821	A. L. Coulter, A. M.	8	28	13	0	11	278	216	120	0	0	20	50	28	168	30	Oral and manual.
37	Scranton, Pa	Pennsylvania Oral School for the Deaf.	1883	M. B. C. Brown	....	6	6	....	1	24	22	46	....	0	....	....	....	20	0	Oral.
38	Wilkinsburg, Pa	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	1876	William N. Burt, Principal.	5	7	2	0	5	115	97	35	0	0	22	18	8	20	0	Combined.
39	Cedar Springs, S. C.	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	1849	Newton F. Walker	2	4	2	....	4	33	36	20	....	....	....	....	....	....	3	Combined.

[a] The last Legislature lengthened the term, therefore no graduates this year.

TABLE 27.—*Statistics of State institutions for the deaf, for 1890-91*—PART I—Continued.

	Post-office.	Name.	Year of first opening.	Superintendent or principal.	Instructors.					Pupils.					Industrial department.				Graduates in 1890-91.	Method of instruction.
					Male.	Female.	In articulation.	In aural development.	In industrial department.	Male.	Female.	In articulation.	In aural development.	In kindergarten.	Carpentry and joinery.	Shoemaking.	Printing.	Other trades.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
40	Sioux Falls, S. Dak.	Dakota School for Deaf-Mutes...	1880	James Simpson......	2	1	1	0	4	25	15	23	0	....	5	0	4	9	....	Combined.
41	Knoxville, Tenn.....	Tennessee Deaf and Dumb School.	1845	Thos. L. Moses.......	6	5	1	...	4	91	67	68	....	....	....	12	14	....	....	Combined.
42	Austin, Tex..........	Deaf, Dumb, and Blind Institution for Colored Youth.	1887	W. H. Holland	1	1	1	....	2	24	14	6	....	0	0	12	0	12	0	Combined.
43	......do..............	Texas Deaf and Dumb Asylum ..	1857	W. A. Kendall	11	6	1	....	4	118	73	36	....	....	8	11	18	....	6	Combined.
44	Salt Lake City, Utah.	Deaf-Mute Department, University of Deseret.	1884	Frank W. Metcalf....	1	2	0	0	1	27	10	0	0	0	3	3	1	10	0	Manual.
45	Staunton, Va........	Virginia Institution for the Education of the Deaf and Dumb and of the Blind.	1839	Thomas S. Doyle.....	7	2	1	0	5	46	47	25	0	0	6	7	9	4	6	Combined.
46	Vancouver, Wash...	Washington School for Defective Youth.	1886	J. Watson.............	2	1	1	1	....	25	18	11	5	0	....	....	....	7	0	Combined.
47	Romney, W. Va......	West Virginia Schools for the Deaf and the Blind.	1870	C. H. Hill	4	2	1	0	6	39	38	36	0	0	2	10	8	16	....	Combined.
48	Delavan, Wis........	Wisconsin School for the Deaf...	1852	John M. Swiler	10	9	3	....	6	145	78	45	....	0	18	42	16	4	10	Combined.

TABLE 27.—*Statistics of State institutions for the deaf, for 1890-91.*—PART II.

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
						State, county, or municipal appropriations.	For beneficiaries and from other sources.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9
1	Alabama Institution for the Deaf	600	$218	$500	$75,000	*a*$42,000			$18,270
2	Arkansas Deaf-Mute Institute	800	151	500	90,000	6,680	$10,560	$948	18,722
3	Institution for the Deaf and Dumb and the Blind	1,500	255		435,000	45,750			47,696
4	Colorado Institution for the Education of the Mute and the Blind	520	300	50	157,076	*b*37,622		*b*48,799	*b*40,068
5	American Asylum at Hartford for the Education and Instruction of the Deaf and Dumb.	2,000			250,000		24,636		24,636
6	Columbia Institution for the Deaf and Dumb	3,500	465	3,000	700,000			2,177	60,971
7	Florida Blind and Deaf-Mute Institute	200	180	0	16,000	7,500			7,500
8	Georgia Institution for the Education of the Deaf and Dumb	1,200	215	700	70,000	32,000		15,000	18,200
9	Illinois Institution for the Education of the Deaf and Dumb	12,340	200	500	400,000	105,000		5,000	100,000
10	Indiana Institution for the Education of the Deaf and Dumb	3,800	199	500	521,100	83,500		13,605	58,780
11	Iowa Institution for the Deaf and Dumb	1,800			400,000			27,000	37,800
12	Kansas Institution for the Education of the Deaf and Dumb	1,300	198	10	178,000	38,000			38,000
13	Kentucky Institution for Deaf-Mutes	1,650		300	180,000	32,645		2,721	35,204
14	Louisiana Institution for the Education of the Deaf and Dumb and the Blind.	300	200		250,000	19,000		5,000	12,500
15	Maryland School for the Colored Blind and Deaf-Mutes	120		(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)
16	Maryland School for the Deaf and Dumb	2,475	158	780	250,000	25,000		0	25,000
17	New England Industrial School for Deaf-Mutes					2,000	2,000		4,046
18	Michigan School for the Deaf		190	150	419,755	57,000			57,000
19	Minnesota School for the Deaf	1,350	185	50	220,000	37,612			37,612
20	Institution for the Education of the Deaf and Dumb	500			100,000	14,622			14,622
21	School for the Deaf and Dumb	1,150	200	0	250,000	49,054			49,054
22	Nebraska Institute for the Deaf and Dumb	1,115	225	100	115,000	34,600			32,000
23	New Jersey School for Deaf-Mutes	550	300	300	100,000	38,000			38,000
24	New Mexico School for the Deaf and Dumb	60	275	0	0	2,478			2,478
25	Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes.	665	214		153,000	25,091			28,215
26	St. Joseph's Institution for the Improved Instruction of Deaf-Mutes	1,156	215	0	266,629	68,567		4,814	58,392
27	Northern New York Institution for Deaf-Mutes	125	279	270	70,000	24,118		1,701	26,379
28	Institution for the Improved Instruction of Deaf-Mutes	859	290	600	166,000	53,267	1,803	8,074	44,001
29	The New York Institution for the Instruction of the Deaf and Dumb.	4,700	308	3,500	456,000	85,989		5,743	90,998
30	Western New York Institution for Deaf-Mutes		319	500	125,000	34,160	1,018	2,534	42,610
31	Central New York Institution for Deaf-Mutes	500	284		125,000	26,807	12,112	2,378	40,391

a $12,000 for negro schools.

b Includes the blind.

c Included in blind.

TABLE 27.—*Statistics of State institutions for the deaf, for 1890-91*—PART II—Continued.

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
						State, county, or municipal appropriations.	For beneficiaries and from other sources.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9
32	North Carolina Institution for the Deaf and Dumb and the Blind	1,800	$200		$100,000	$40,000			$40,000
33	School for the Deaf of North Dakota	80			37,000	5,000			5,000
34	Ohio Institution for the Education of the Deaf and Dumb	2,500	190	$500	750,000	86,800	$4,135	$3,500	87,435
35	Oregon School for Deaf-Mutes	0	212	0	10,000	7,000			7,000
36	Pennsylvania Institution for the Deaf and Dumb	6,400	247	2,000	850,000	96,000	20,000		106,000
37	Pennsylvania Oral School for the Deaf				65,000	10,400			10,545
38	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	991	224	200	214,967	40,650			38,612
39	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	550			55,009	13,000	375	500	13,188
40	Dakota School for Deaf-Mutes	120							
41	Tennessee Deaf and Dumb School	600	190		125,000	36,000		9,000	26,500
42	Deaf, Dumb, and Blind Institute for Colored Youth			25	62,000	20,200		4,200	16,000
43	Texas Deaf and Dumb Asylum	650	167	200	150,000	43,256		3,495	32,192
44	Deaf-Mute Department, University of Deseret	25	270	0	100,000	10,000			10,000
45	Virginia Institution for the Education of the Deaf and Dumb and the Blind.	200		50	175,000	35,000			34,951
46	Washington School for Defective Youth	0		0	87,000			37,000	12,000
47	West Virginia Schools for the Deaf and the Blind	800	245	0	70,000	25,700	1,340	0	27,291
48	Wisconsin School for the Deaf	1,400	202	100	110,000	40,000		1,488	36,746

TABLE 28.—*Summary of public day schools for the deaf, for 1890–91.*

Division and State.	Number of institutions.	Instructors.						Pupils.								Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Articulation.	Auricular perception.	Industrial department.	Male.	Female.	Total.	Articulation.	Auricular perception.	Kindergarten.	Industrial department.	Graduates in 1890–91.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	13	8	42	50	34	7	1	207	203	410	286	6		43	9	833	$10	$106,300	$20,482	$27,807
North Atlantic Division........	3	1	23	24	22	7	1	89	96	185	184	......	......	33	6	758	......	97,800	13,630	16,780
Maine............	1	0	7	7	7	7	0	25	25	50	50	......	......	......	......	......	......	......	......	......
Massachusetts	1	1	10	11	10	......	1	45	49	94	94	......	......	33	6	688	......	97,800	8,630	12,232
Rhode Island	1	0	6	6	5	......	......	19	22	41	40	......	......	......	......	70	......	......	5,000	4,548
South Central Division..........	1	1	0	1	......	......	......	7	1	8	......	......	......	......	......	......	......	......	952	952
Louisiana	1	1	0	1	......	......	......	7	1	8	......	......	2	......	......	......	......	......	952	952
North Central Division..........	9	6	19	25	12	0	0	111	106	217	102	6	10	10	3	75	10	8,500	5,900	10,075
Ohio	3	1	5	6	3	0	0	19	34	53	24	4	4	0	0	......	......	......	1,900	2,700
Indiana	1	1	1	2	......	......	......	19	6	25	......	......	......	......	......	......	......	......	......	1,600
Illinois	1	2	4	6	1	......	......	23	20	43	......	......	6	3	0	......	......	......	......	......
Wisconsin	3	1	7	8	7	0	0	36	30	66	53	2	0	7	3	75	10	8,500	4,000	5,775
Missouri	1	1	2	3	1	0	0	14	16	30	25	0	0	0	0	......	......	......	......	......

TABLE 29.—*Statistics of public day schools for the deaf, for 1890-91*—PART I.

	Post-office.	Name.	Year of first opening.	Chief executive officer.	Instructors.					Pupils.					Industrial department.				Graduates in 1890-91.	Method of instruction.
					Male.	Female.	In articulation.	In auricular development.	In industrial department.	Male.	Female.	In articulation.	In auricular development.	In kindergarten.	Carpentry and joinery.	Shoemaking.	Printing.	Other trades.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Chicago, Ill.	Chicago Deaf-Mute Day Schools.	1875	Philip A. Emery	2	4	1	....	....	23	20	....	....	6	8	....	....	....	....	Combined.
2	Evansville, Ind.	Evansville (Ind.) School for the Deaf.	1886	Charles Kerney, B. A.	1	1	....	....	....	19	6	....	....	....	....	....	....	....	....	Manual.
3	New Orleans, La.	New Orleans Free Public School, Deaf-Mute.	1886	Robert B. Lawrence.	1	0	....	....	....	7	1	....	....	2	....	....	....	....	....	Manual.
4	Portland, Me	Portland School for the Deaf.	1876	Ellen L. Barton	....	7	7	7	....	25	25	50	....	....	....	....	....	....	....	
5	Boston, Mass., 178 Newbury street.	Horace Mann School for the Deaf.	1869	Miss Sarah Fuller	1	10	10	....	1	45	49	94	....	....	....	....	....	a38	6	Oral.
6	St. Louis, Mo.	St. Louis Day School for the Deaf.	1879	James H. Cloud	1	2	1	0	0	14	16	25	0	0	0	0	0	0	0	Combined.
7	Cincinnati, Ohio	Cincinnati Oral School for the Deaf.	1886	Virginia A. Osborne.	0	4	3	0	0	6	15	21	4	4	....	....	....	....	0	Oral.
8	do	Day School for Deaf-Mutes	1875	Carrie Fesenbeck	0	1	0	0	0	7	5	....	....	0	....	....	....	....	....	Manual.
9	Toledo, Ohio.	Toledo Deaf-Mute School.	1890	Alfred F. Wood	1	....	....	....	....	6	14	....	....	....	....	....	....	....	....	
10	Providence, R. I.	Rhode Island Day School for the Deaf.	1877	Laura DeL. Richards	....	6	5	....	....	19	22	40	....	....	....	....	....	....	....	Oral.
11	La Crosse, Wis.	Public School for the Deaf.	1885	Viola Taylor	....	1	1	0	....	7	2	7	2	....	0	0	0	0	0	Oral.
12	Milwaukee, Wis.	Milwaukee Day School for the Deaf.	1883	Paul Binner	1	5	6	....	....	22	16	38	....	....	....	....	7	....	3	Oral.
13	Wausau, Wis.	Wausau Day School for the Deaf.	1890	J. P. Briggs	0	1	0	0	0	6	2	8	0	0	0	0	0	0	0	Oral.

a Sloyd.

TABLE 29.—*Statistics of public day schools for the deaf, for 1890–91.*—PART II.

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
						State, county, or municipal appropriations.	Other sources.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9
1	**Chicago Deaf**-Mute Day Schools								
2	Evansville (Ind.) School for the Deaf		$62						$1,600
3	New Orleans Free Public School, Deaf-Mutes					$952			952
4	Portland School for the Deaf								
5	Horace Mann School for the Deaf	688	144		$97,800	8,630		$131	12,101
6	St. Louis Day School for the Deaf		66						
7	Cincinnati Oral School for the Deaf		100			1,900			1,900
8	Day School for Deaf-Mutes		66						800
9	Toledo Deaf-Mute School								
10	Rhode Island Day School for the Deaf	70	111			5,000			4,548
11	Public School for the Deaf	0		0	0				650
12	Milwaukee Day School for the Deaf	75	118	$10	8,500	4,000		25	4,500
13	Wausau Day School for the Deaf	0	75	0					600

TABLE 30.—*Summary of statistics of private schools for the deaf, for 1890–91.*

Division and State.	Number of institutions.	Instructors.						Pupils.								Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Articulation.	Auricular perception.	Industrial department.	Male.	Female.	Total.	Articulation.	Auricular perception.	Kindergarten.	Industrial department.	Graduates in 1890-91.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	17	16	56	72	41	6	21	235	237	472	412	17	25	111	16	5,181	$630	$106,500	$27,727	$42,974
North Atlantic Division	5	1	28	29	21	1	4	90	78	168	168	2	17	0	5	1,746	....	83,500	19,289	36,962
Massachusetts	2	1	21	22	14	0	4	64	57	121	121	0	0	0	2	1,746	....	83,500	12,639	30,312
Connecticut	1	0	3	3	3	0	0	16	12	28	28	0	7	0	3	....	....	....	6,650	6,650
New York	2	0	4	4	4	1	0	10	9	19	19	2	10	0	0	....	....	....	....	....
South Atlantic Division	1	1	2	3	0	0	0	14	11	25	25	0	0	0	0	2,500	600	....	1,200	....
Maryland	1	1	2	3	0	0	0	14	11	25	25	0	0	0	0	2,500	600	....	1,200	....
South Central Division	1	1	5	6	0	0	0	4	4	8	0	0	0	0	0	....	....	....	....	....
Louisiana	1	1	5	6	0	0	0	4	4	8	0	0	0	0	0	....	....	....	....	....
North Central Division	10	13	21	34	20	5	17	127	144	271	219	15	8	111	11	935	30	23,000	7,238	6,012
Ohio	2	1	3	4	2	0	0	5	14	19	8	0	0	0	0	....	....	....	....	....
Illinois	2	1	9	10	9	....	4	42	44	86	86	6	8	78	0	425	....	....	....	....
Michigan	1	3	0	3	3	0	0	20	23	43	43	0	0	0	3	375	30	23,000	4,878	4,604
Wisconsin	1	7	2	9	2	2	7	25	13	38	27	5	0	25	8	....	....	....	....	....
Minnesota	1	0	3	3	3	3	4	20	22	42	35	2	0	0	0	....	....	....	....	....
Iowa	1	1	0	1	0	0	0	3	5	8	0	0	0	0	0	....	....	....	760	760
Missouri	2	0	4	4	1	0	2	12	23	35	30	2	0	8	0	135	....	....	1,700	648

TABLE 31.—*Statistics of private schools for the deaf, for 1890–91.*—PART I.

	Post-office.	Name.	Year of first opening.	Chief executive officer.	Instructors.					Pupils.					Industrial department.				Graduates in 1890–91.	Method of instruction.
					Male.	Female.	In articulation.	In auricular development.	In industrial department.	Male.	Female.	In articulation.	In auricular development.	In kindergarten.	Carpentry and joinery.	Shoemaking.	Printing.	Other trades.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Mystic Bridge, Conn.	Whipple's Home School for the Deaf.	1869	Mrs. M. W. Hammond.	....	3	8	....	....	16	12	28	....	7	0	0	0	0	3	Oral.
2	Chicago, Ill	Ephpheta School for the Deaf.	1884	Miss Mary C. Hendrick.	....	4	8	....	2	27	33	60	....	0	0	0	0	0	0	Combined.
3	Englewood, Ill	The McCowen Oral School for Young Deaf Children.	1882	Miss Mary McCowen	1	5	6	....	2	15	11	26	6	8	....	....	....	78	....	Oral.
4	Dubuque, Iowa	Eastern Iowa School for the Deaf.	1888	De Coursey French.	1	0	0	0	0	3	5	0	0	0	0	0	0	0	0	Manual.
5	Chinchuba, La	Catholic Institution for the Deaf and Dumb.	1890	Very Rev. Canon Mignot.	1	5	0	....	....	4	4	0	0	0	0	0	0	0	0	Manual.
6	Baltimore, Md	F. Kapp's Institute	1878	Frederick Knapp	1	2	....	....	....	14	11	25	0	0	0	0	0	0	0	Oral.
7	Northampton, Mass.	Clarke Institution for Deaf-Mutes.	1867	Caroline A. Yale	1	17	13	0	4	56	52	108	0	0	21	0	0	22	5	Oral.
8	West Medford, Mass.	Sarah Fuller Home for Little Deaf Children.	1888	Eliza L. Clark	0	4	1	0	0	8	5	13	0	....	0	0	0	0	2	Oral.
9	North Detroit, Mich.	Evangelical Lutheran Institution for Deaf and Dumb.	1873	D. H. Uhlig	3	0	3	0	0	20	23	43	0	0	0	0	0	0	3	Com bined.
10	St. Paul, Minn	St. Mary's School for Deaf-Mutes.	1886	Miss Nardin	....	3	3	3	4	20	22	35	2	....	....	....	....	....	....	Oral.
11	St. Louis, Mo	Maria Consilia School for the Deaf.	1885	Sister Mary Adele	....	4	1	0	2	12	23	30	3	0	....	....	3	5	0	Combined.
12	do	Miss Kugler's School for the Deaf.	1890	Miss L. Kugler	0	1	1	0	0	3	2	5	0	0	0	0	0	0	0	Oral.
13	Albany, N. Y	Albany Home School for the Deaf.	1889	Miss Anna M. Black	....	3	3	....	....	5	5	10	....	10	0	0	0	0	....	Oral.
14	New York, N. Y. (27 E. 46th st.).	Miss Keeler's Articulation Class for Deaf-Mutes.	1885	Sarah Warren Keeler.	....	3	2	1	0	5	4	9	3	0	0	0	0	0	....	Oral.
15	Cincinnati, Ohio	Cathedral School for the Deaf*	1887	E. P. Cleary	1	1	0	0	0	5	6	....	....	....	....	....	....	....	....	
16	do	Notre Dame School for the Deaf.	1890	Sister M., of the Sacred Heart, S. N. D., Principal.	....	2	2	0	0	0	8	8	0	0	0	0	0	0	....	Combined.
17	St. Francis, Wis	St. John's Catholic Deaf-Mute Institute.	1876	Rev. M. M. Gerend	7	2	2	2	7	25	13	27	5	0	1	2	0	22	8	Combined.

* Statistics of 1889–90.

TABLE 31.—*Statistics of private schools for the deaf, for 1890-91.*—PART II.

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
						State, county, or municipal appropriations.	Other sources.	Buildings and improvements.	Other sources.
	1	2	3	4	5	6	7	8	9
1	Whipple's Home School for the Deaf					$6,650			$6,650
2	Ephpheta School for the Deaf	250							
3	The McCowen Oral School for Young Deaf Children	175							
4	Eastern Iowa School for the Deaf	0		0	0		a$760		760
5	Catholic Institution for the Deaf and Dumb								
6	F. Knapp's Institute	b2,500		$600		1,200			
7	Clarke Institution for Deaf-Mutes	1,746	$300		$63,500	12,639			30,312
8	Sarah Fuller Home for Little Deaf Children								
9	Evangelical Lutheran Institution for Deaf and Dumb	375	98	30	23,000		c4,878	$396	4,208
10	St. Mary's School for Deaf-Mutes								
11	Maria Consilia School for the Deaf	135					d1,700		618
12	Miss Kugler's School for the Deaf								
13	Albany Home School for the Deaf								
14	Miss Keeler's Articulation Class for Deaf-Mutes								
15	Cathedral School for the Deaf								
16	Notre Dame School for the Deaf								
17	St. John's Catholic Deaf-Mute Institute								

a From contributions and charity fair.
b In both schools.
c From legacies, tuition fees, and contributions from Lutheran congregations.
d From tuition fees.

TABLE 32.—*Additional statistics of institutions for the deaf, for 1890–91.*

	Post-office.	Names.	Average age of admission for pupils.	Average age that pupils leave institution.	Number of pupils deaf at birth or infancy, less than 2 years of age.	Not congenitally deaf.	Date of deafness unknown.	Semideaf.
	1	2	3	4	5	6	7	8
1	Talladega, Ala	The Alabama Institution for the Deaf.	10	18	......	......	......	......
2	Little Rock, Ark	Arkansas Deaf-Mute Institute	11	20	78	39	4	3
3	Berkeley, Cal	Institution for the Deaf and Dumb and the Blind.	7–8	19	99	53	......	14
4	Colorado Springs, Colo.	Colorado Institution for the Education of the Mute and the Blind.	7	18	45	28	7	14
5	Hartford, Conn	The American Asylum at Hartford for the Education and Instruction of the Deaf and Dumb.	9	......	......	......	......	......
6	Mystic Bridge, Conn	Whipples Home School for the Deaf.	6	16	......	......	......	......
7	Washington, D. C	The Columbia Institution for the Deaf and the Dumb.	......	......	32	62	......	10
8	St. Augustine, Fla	Florida Blind and Deaf-Mute Institute.	13	......	14	13	4	4
9	Cave Spring, Ga	Georgia Institution for the Education of the Deaf and Dumb.	......	......	......	......	......	......
10	Chicago, Ill	Chicago Deaf-Mute Day School	8	......	......	......	......	......
11	......do	Ephpheta School for the Deaf	7	0	......	......	......	......
12	Englewood, Ill	Voice and Hearing School for the Deaf.	......	......	......	......	......	4
13	Jacksonville, Ill	Illinois Institution for the Education of the Deaf and the Dumb.	10–11	16	......	......	......	......
14	Evansville, Ind	Evansville Deaf-Mute School	10	18	10	16	......	2
15	Indianapolis, Ind	Indiana Institution for the Education of the Deaf and Dumb.	......	......	......	......	......	......
16	Council Bluffs, Iowa	The Iowa Institution for the Deaf and Dumb.	......	......	......	......	......	......
17	Dubuque, Iowa	Eastern Iowa School for the Deaf	......	......	......	......	......	......
18	Olathe, Kans	Kansas Institution for the Education of the Deaf and Dumb.	10	18	......	......	......	......
19	Danville, Ky	Kentucky Institute for Deaf-Mutes.	11	16	......	......	......	......
20	Baton Rouge, La	Louisiana Institution for the Deaf and Dumb and the Blind.	11	18	40	22	......	......
21	Chinchuba, La	Catholic Institution for the Deaf and Dumb.	......	......	......	......	......	......
22	New Orleans, La	New Orleans Free Public School, Deaf-Mutes.	5	18	5	......	2	1
23	Portland, Me	Portland School for the Deaf	......	......	......	......	......	......
24	Baltimore, Md	F. Kapp's Institute	8	16	......	......	......	......
25	......do	Maryland School for Colored Blind and Deaf.	10½	18	10	4	6	4
26	Frederick, Md	Maryland School for the Deaf and Dumb.	8–28	17–37	71	25	0	0
27	Beverly, Mass	New England Industrial School for Deaf-Mutes.	......	7	9	12	6	1
28	Boston, Mass	The Horace Mann School for the Deaf.	9	18	32	25	12	2
29	Northampton, Mass	Clark Institution for Deaf-Mutes.	8	18	59	49	8	11
30	West Medford, Mass	The Sarah Fuller Home for Little Deaf Children.	3	7	12	1	0	1
31	Flint, Mich	Michigan School for the Deaf	11	19	......	......	......	......
32	North Detroit, Mich	Lutheran Deaf and Dumb Institute.	10	16	38	11	7	1
33	Norris, Mich	Evangelical Lutheran Deaf and Dumb Asylum.	......	......	......	......	......	......
34	Faribault, Minn	Minnesota School for the Deaf	8	17	132	130	12	15
35	St. Paul, Minn	Institute for Deaf-Mutes	6	......	23	17	......	2
36	Jackson, Miss	Institution for the Education of the Deaf and Dumb.	7	18	......	......	......	......

TABLE 32.—*Additional statistics of institutions for the deaf, for 1890-91*—Cont'd.

	Post-office.	Names.	Average age of admission for pupils.	Average age that pupils leave institution.	Number of pupils deaf at birth or infancy, less than 2 years of age.	Not congenitally deaf.	Date of deafness unknown.	Semideaf.
	1	2	3	4	5	6	7	8
37	Fulton, Mo	School for the Deaf and Dumb	10½	18	......	......	......	......
38	St. Louis, Mo	Maria Consilia Deaf-Mute Institute.	10	......	22	10	1	6
39	......do	Miss Kugler's School for the Deaf.	......	......	......	......	......	......
40	......do	St. Louis Day School for the Deaf.	8	16	11	0	1	0
41	Omaha, Nebr	Nebraska Institute for the Deaf and Dumb.	10½	18	......	......	......	......
42	Chambersburg (near Trenton), N. J.	The New Jersey School for Deaf-Mutes.	10	18	95	38	......	16
43	Santa Fe, N. Mex	The New Mexico School for the Deaf and Dumb.	8	......	7	2	0	0
44	Albany, N. Y	Albany Home School for the Deaf.	3-6	......	8	8	4	2
45	Buffalo, N. Y	Le Couteulx St. Mary's Institution for the Improved Instruction of the Deaf and Dumb.	10	16	126	15	......	8
46	Fordham, N. Y	St. Joseph's Institue for the Improved Instruction of Deaf-Mutes.	9	15	180	113	13	63
47	Malone, N. Y	Northern New York Institution for Deaf-Mutes.	12	......	66	9	1	19
48	New York, N. Y	Institution for the Improved Instruction of Deaf-Mutes.	7	18	147	57	7	......
49	......do	Miss Keeler's Private Articulation Class for Deaf-Mutes.	7-10	......	5	4	......	2
50	New York, N. Y. (Washington Heights).	The New York Institution for the Instruction of the Deaf and Dumb.	......	......	......	......	......	......
51	Rochester, N. Y	Western New York Institution for the Deaf and Dumb.	8	14	85	57	8	9
52	Rome, N. Y	Central New York Institution for Deaf-Mutes.	8	18	......	......	......	......
53	Raleigh, N. C	North Carolina Institution for the Deaf and Dumb and the Blind.	8	18	25	......	......	......
54	Devils Lake, N. Dak	School for the Deaf of North Dakota.	......	......	11	11	1	3
55	Cincinnati, Ohio	Cathedral School for the Deaf	......	......	......	......	......	......
56	......do	Day School for Deaf-Mutes	6	15	9	1	2	......
57	......do	Cincinnati Oral School for the Deaf.	6	16	10	7	0	4
58	Columbus, Ohio	The Ohio Institution for the Education of the Deaf and Dumb.	10	17	218	177	108	......
59	Toledo, Ohio	Toledo Deaf-Mute School	6	......	......	......	......	......
60	Salem, Oregon	Oregon School for Deaf-Mutes	12	18	19	20	0	3
61	Philadelphia, Pa	Pennsylvania Institution for the Deaf and Dumb.	9	17	148	346	......	......
62	Scranton, Pa	Pennsylvania Oral School for the Deaf.	6	......	42	35	......	......
63	Wilkensburg, Pa	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	......	......	......	......	......	......
64	Providence, R. I	Rhode Island Day School for the Deaf.	5	18	10	31	......	8
65	Cedar Spring, S. C	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	10	18	......	......	......	......
66	Sioux Falls, S. Dak	Dakota School for Deaf-Mutes	9	18	......	......	......	......
67	Knoxville, Tenn	Tennessee Deaf and Dumb School	10	15	......	......	......	......
68	Austin, Tex	Deaf, Dumb, and Blind Institution for Colored Youth.	12½	......	18	13	......	6
69	......do	Texas Deaf and Dumb Asylum	10	......	129	48	8	6
70	Salt Lake City, Utah	Deaf-Mute Department, University of Deseret.	11	......	......	......	......	......

TABLE 32.—*Additional statistics of institutions for the deaf, for 1890-91*—Cont'd.

	Post-office.	Names.	Average age of admission for pupils.	Average age that pupils leave institution.	Number of pupils deaf at birth or infancy, less than 2 years of age.	Not congenitally deaf.	Date of deafness unknown.	Semideaf.
	1	2	3	4	5	6	7	8
71	Staunton, Va	The Virginia Institution for the Education of the Deaf and Dumb and the Blind.	10	17	84	9	0	6
72	Vancouver, Wash	Washington School for Defective Youth.	......	......	27	12	0	4
73	Romney, W. Va	West Virginia Schools for the Deaf and the Blind.	8-12	20	53	19	5	12
74	Delavan, Wis	Wisconsin School for the Deaf	8	4-87	91	119	13	....
75	Lacrosse, Wis	Public School for the Deaf	6	......	6	1	0	2
76	Milwaukee, Wis	Milwaukee Day School for the Deaf.	7	12	26	12	......	2
77	St. Francis Station, Wis.	St. John's Catholic Deaf-Mute Institution.	......	......	13	17	3	5
78	Wausau, Wis	Wausau Day School for the Deaf.	11	......	3	0	1	1

TABLE 33.—*Summary of statistics of public institutions for the blind, for 1890-91.*

Division and State.	Number of institutions.	Instructors.					Pupils.									Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Music.	Industrial department.	Male.	Female.	Total.	Kindergarten.	Vocal music.	Instrumental music.	Tuning.	Industrial department.	Graduates in 1890-91.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
United States	34	125	200	225	113	79	1,738	1,499	3,237	311	1,393	1,748	242	2,029	87	75,438	$17,256	$5,533,350	$1,091,168	$1,098,837
North Atlantic Division	5	27	64	91	40	24	443	381	824	122	381	410	94	549	97	20,006	9,559	1,247,121	415,835	353,036
Massachusetts	1	13	23	36	14	7	105	87	192	35	69	85	12	104	11	10,579	.....	346,765	190,050	95,268
New York	2	11	30	41	16	9	209	180	389	55	210	200	70	156	3	4,112	7,559	720,539	168,891	153,533
Pennsylvania	2	3	11	14	10	8	129	114	243	32	102	125	12	289	33	5,315	2,000	179,806	56,894	104,235
South Atlantic Division	8	29	22	51	21	15	225	178	403	12	198	253	20	292	8	7,485	600	838,000	120,015	127,204
Maryland	2	8	6	14	5	6	68	50	113	12	61	57	18	114	1	1,803	.....	327,000	29,475	38,334
Virginia	1	5	2	7	3	3	24	14	38	0	14	33	3	54	0	300	100	175,000	(a)	(a)
West Virginia	1	2	2	4	2	2	14	20	34	0	25	26	0	14	0	1,332	0	70,000	27,040	27,291
North Carolina	1	4	6	10	4	2	48	41	89	0	6	44	4	80	0	2,300	.....	100,000	40,000	40,000
South Carolina	1	3	1	4	1	2	21	13	34	.....	.....	.....	.....	.....	2	.....	.....	55,000	.....	.....
Georgia	1	6	4	10	5	.....	58	35	88	.....	88	88	0	30	0	1,500	500	95,000	16,000	14,079
Florida	1	1	1	2	1	0	2	5	7	0	4	4	0	0	0	250	0	16,000	7,500	7,500
South Central Division	8	25	39	64	14	10	339	311	650	47	314	328	42	366	11	8,801	2,850	720,000	208,965	218,834
Kentucky	1	3	5	8	3	2	54	52	106	22	106	55	5	66	5	2,200	1,000	100,000	37,695	28,727
Tennessee	1	2	7	9	.....	.....	43	44	87	.....	.....	80	6	35	0	700	100	100,000	18,000	18,000
Alabama	1	4	2	6	2	3	33	19	52	0	48	48	0	30	2	300	0	50,000	11,960	11,960
Mississippi	1	1	3	4	.....	.....	20	15	35	.....	18	.....	.....	60	0	1,000	.....	60,000	.....	22,000
Louisiana	1	2	3	5	1	.....	14	16	30	.....	8	13	0	25	0	575	.....	40,000	37,500	37,500
Texas	2	5	12	17	5	1	98	76	174	0	37	79	8	.....	.....	1,791	1,000	195,000	60,810	60,810
Arkansas	1	8	7	15	3	4	77	89	166	25	97	53	23	150	4	2,235	250	175,000	43,000	39,827
North Central Division	10	39	68	107	35	27	676	590	1,266	130	386	708	86	749	27	36,306	4,349	2,130,153	258,481	260,880
Ohio	1	8	11	19	7	5	128	97	225	32	14	162	30	185	3	22,500	800	600,000	60,208	61,704
Indiana	1	4	6	10	3	3	63	68	131	0	124	52	12	68	0	2,100	1,000	450,000	30,000	29,235
Illinois	1	6	11	17	5	5	134	84	218	25	95	90	15	117	8	3,400	0	189,000	40,100	41,917
Michigan	1	3	6	9	3	2	58	39	97	17	47	45	5	97	8	1,769	549	147,853	23,075	26,029

Wisconsin	1	2	8	10	3	3	49	41	90	10	4	63	2	98	3	2,500	800	168,300	27,000	25,300
Minnesota	1	1	2	3	3	2	33	30	63										15,148	15,148
Iowa	1	5	6	11	2	2	88	96	184	20	120	120	9	100	6	3,000	500	250,000		
Missouri	1	6	9	15	5	2	57	62	119	26	27	91	9	93	5			250,000	27,950	28,000
Nebraska	1	2	5	7	3	2	27	29	56		20	45	4	26	0	1,037	700	75,000	14,500	14,500
Kansas	1	2	4	6	1	1	39	44	83		5	40		15	0				20,500	18,997
Western Division	3	5	7	12	3	3	55	39	94	0	53	50	0	73	0	2,840	400	598,076	87,872	139,453
Colorado	1	2	3	5	1	2	25	17	42	0	39	20	0	20	0	770	0	157,076	37,622	88,867
Oregon	1	1	3	4	1	1	9	8	17			13		27	0	[a] 420	400	6,000	4,500	2,890
California	1	2	1	3	1	0	21	14	35	0	14	17	0	26	0	1,650		435,000	45,750	47,696

[a] See table of the deaf.

TABLE 34.—*Statistics of public institutions for the blind, for 1890-91.*—PART I.

	Post-office.	Name.	Year of first opening.	Superintendent or principal.	Instructors.				Pupils.						Industrial department.				Graduates in 1890-91.
					Male.	Female.	In music.	In industrial department.	Male.	Female.	In kindergarten.	In vocal music.	In instrumental music.	In tuning.	Broom-making.	Matress-making.	Chair caning.	Other trades.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Talladega, Ala	Alabama Academy for the Blind	1867	J. H. Johnson, jr	4	2	2	3	33	19	0	48	48	0	0	5	25	.....	2
2	Little Rock, Ark	Arkansas School for the Blind	1859	Rev. J. H. Dye, D. D.	8	7	3	4	77	89	25	97	53	23	37	40	18	55	4
3	Berkeley, Cal	California Institution for the Education of the Deaf and Dumb and the Blind.	1860	Warring Wilkinson	2	1	1	0	21	14	0	14	17	0	0	0	0	26	.....
4	Colorado Springs, Colo.	Colorado Institution for the Education of the Mute and the Blind.	1883	John E. Ray, A. M	2	3	1	2	25	17	0	39	30	0	0	8	0	12	0
5	St. Augustine, Fla.	Florida Blind and Deaf Mute Institute.	1885	William A. Caldwell	1	1	1	0	2	5	0	4	4	0	0	0	0	0	0
6	Macon, Ga	Georgia Academy for the Blind*	1852	W. D. Williams	6	4	5	.....	53	35	.....	88	88	0	10	10	10	.....	.....
7	Jacksonville, Ill	Illinois Institution for the Education of the Blind.	1849	Frank H. Hall	6	11	5	5	134	84	25	25	90	15	25	2	50	40	8
8	Indianapolis, Ind	Indiana Institution for the Education of the Blind.	1846	E. E. Griffith	4	6	3	3	63	68	0	124	52	12	24	.....	27	14	.....
9	Vinton, Iowa	Iowa College for the Blind	1852	J. F. McCune	5	6	2	2	88	96	20	120	120	9	12	2	.....	86	6
10	Wyandotte, Kans	Kansas Institution for the Education of the Blind.	1867	Allen Buckner	2	4	1	1	39	44	.....	5	40	.....	15	.....	.....	.....	0
11	Louisville, Ky	Kentucky Institution for the Education of the Blind.	1842	Benjamin B. Huntoon	3	5	3	2	64	52	22	106	55	5	20	13	33	.....	5
12	Baton Rouge, La	Louisiana Institution for the Blind and Industrial Home.	1871	Mary Stratton Lane	2	3	1	.....	14	16	.....	8	13	0	6	4	4	11	.....
13	Baltimore, Md	Maryland School for the Blind	1853	F. D. Morrison	5	7	4	4	49	42	12	39	43	13	7	9	27	39	1
14	......do	Maryland School for Colored Blind and Deaf.	1872	F. D. Morrison	3	1	1	2	14	8	0	22	14	0	0	5	20	8	.....
15	Boston, Mass	Perkins Institution and Massachusetts School for the Blind.	1832	M. Anagnos	13	23	14	7	105	87	35	69	85	12	3	7	49	45	11
16	Lansing, Mich	Michigan School for the Blind	1880	Mrs. J. Pampell	3	6	3	2	58	39	17	47	45	5	27	.....	.....	70	2
17	Faribault, Minn	Minnesota School for the Blind	1866	James A. Dow, A. M	1	2	3	2	33	30	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	Jackson, Miss	Mississippi Institution for the Instruction of the Blind.	1848	Dr. P. Fairly	1	3	1	.....	20	15	.....	18	.....	.....	20	20	20	.....	.....
19	St. Louis, Mo. (1827 Morgan street).	Missouri School for the Blind	1851	Jno. T. Sibley	6	9	5	2	57	62	26	27	91	9	41	.....	6	46	5

20	Nebraska City, Nebr.	Nebraska Institute for the Blind	1875	J. B. Parmelee	2	5	3	2	27	29	----	20	45	4	6	----	4	16	----
21	Batavia, N. Y.	New York State Institution for the Blind.	1868	Arthur G. Clement	6	10	6	3	76	70	15	60	100	20	11	10	25	50	3
22	New York, N. Y.	New York Institution for the Blind	1831	W. B. Wait	5	20	10	6	133	110	40	150	100	50	----	10	----	50	----
23	Raleigh, N. C.	North Carolina Institution for the Deaf and Dumb and the Blind.	1845	W. J. Young	4	6	4	2	48	41	----	6	44	4	30	20	30	----	----
24	Columbus, Ohio	Ohio Institution for the Education of the Blind.	1837	H. P. Fricker, M. D.	8	11	7	5	128	97	32	14	162	30	64	0	21	50	3
25	Salem, Oregon	Oregon Institute for the Blind	1873	Olive M. Capwell	1	3	1	1	9	8	----	----	18	----	----	----	----	27	----
26	Philadelphia, Pa.	Pennsylvania Institution for the Instruction of the Blind.	1883	Edward E. Allen	2	8	9	7	119	103	32	102	125	12	16	13	53	207	32
27	Pittsburg, Pa	Western Pennsylvania Institution for the Blind.	1890	H. B. Jacobs	1	3	1	1	10	11	0	----	----	----	----	----	----	(a)	----
28	Cedar Springs, S. C.	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	1849	Newton F. Walker	3	1	1	2	2	13	----	----	----	----	----	----	----	----	2
29	Nashville, Tenn.	Tennessee School for the Blind	1844	S. A. Link	2	7	----	----	43	44	----	----	80	6	15	10	10	----	----
30	Austin, Tex.	Deaf, Dumb, and Blind Institute for Colored Youth.	1887	W. H. Holland	----	3	1	1	16	14	0	30	15	0	0	0	0	----	0
31	do.	Texas Institution for the Blind*	1857	Frank Rainey	5	9	4	----	82	62	----	7	64	8	----	----	----	----	----
32	Staunton, Va.	Virginia Institution for the Education of the Deaf and Dumb and of the Blind.	1839	Thomas S. Doyle	5	2	3	3	24	14	0	14	33	3	18	18	18	----	0
33	Romney, W. Va.	West Virginia Schools for the Deaf and the Blind.	1870	C. H. Hill	2	2	2	2	14	20	0	25	26	0	8	4	2	0	0
34	Janesville, Wis.	Wisconsin School for the Blind	1850	Sarah F. C. Little, M. A.	2	8	3	3	49	41	10	4	63	2	20	0	4	74	3

* Statistics of 1889–90.

a All the female pupils are taught to sew, crotchet, and do other fancy work.

	Name.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
						State, county, or municipal appropriations.	For beneficiaries and from other sources.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9
1	Alabama Academy for the Blind	300	$230	0	$50,000	$11,960			$11,960
2	Arkansas School for the Blind	2,235	181	$250	175,000	36,000	$7,000	$10,319	29,008
3	California Institution for the Education of the Deaf and Dumb and the Blind.	1,650	255		435,000	45,750	0		47,696
4	Colorado Institution for the Education of the Mute and the Blind	770	300	0	157,076	37,622	0	48,799	40,068
5	Florida Blind and Deaf Mute Institute	250	180	0	16,000	7,500			7,500
6	Georgia Academy for the Blind *	1,500	168	500	95,000	16,000			14,079
7	Illinois Institution for the Education of the Blind	3,400	175	0	189,000	38,000	2,100	3,917	38,000
8	Indiana Institution for the Education of the Blind	2,100	223	1,000	450,000	30,000			29,225
9	Iowa College for the Blind	3,000		500	250,000				
10	Kansas Institution for the Education of the Blind		240			20,000			18,997
11	Kentucky Institution for the Education of the Blind	2,200	271	1,000	100,000	37,695		3,918	24,809
12	Louisiana Institution for the Blind and Industrial Home *	575			40,000	7,500	30,000	30,000	7,500
13	The Maryland School for the Blind	1,548	306		292,000	18,775	*a*1,900	4,365	25,054
14	Maryland School for the Colored Blind and Deaf	255			35,000	7,000	*b*1,800	789	8,126
15	Perkins Institution and Massachusetts School for the Blind	10,579			346,765	30,000	*c*160,050	15,594	79,674
16	Michigan School for the Blind	1,769	268	549	147,853	23,000	*d*75		26,029
17	Minnesota School for the Blind					14,721	427		15,148
18	Mississippi Institution for the Instruction of the Blind	1,000	240		60,000			1,500	7,000
19	Missouri School for the Blind				250,000	27,950		8,000	20,000
20	Nebraska Institution for the Blind	1,037	240	700	75,000	14,500		1,000	13,500
21	New York State Institution for the Blind	3,212		191	335,582	45,089	*f*33,594	3,402	74,419
22	New York Institution for the Blind	900	265	5,568	384,957		*e*90,208		75,712
23	The North Carolina Institution for the Deaf and Dumb and the Blind	2,300	200		100,000	40,000			40,000
24	Ohio Institution for the Education of the Blind	22,500	167	800	600,000	60,208			61,704
25	Oregon Institute for the Blind	420	450	400	6,000	4,500		500	2,390
26	Pennsylvania Institution for the Instruction of the Blind	4,865	318	2,000	194,806	46,131	*g*4,763	4,799	82,537
27	Western Pennsylvania Institution for the Blind	450	195		15,000	6,000		12,796	4,103
28	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.				55,000				
29	Tennessee School for the Blind	700	200	100	100,000	18,000		3,000	15,000
30	Deaf, Dumb, and Blind Institution for Colored Youth	100			62,000	20,200		4,200	16,000
31	Texas Institution for the Blind*	1,691	254	1,000	133,000	40,610		4,000	36,610

32	The Virginia Institution for the Education of the Deaf and Dumb and of the Blind.	300	....	100	[h]175,000	[h]35,000	....	....	[h]35,000
33	West Virginia Schools for the Deaf and the Blind	1,332	245	0	70,000	27,040	....	0	27,291
34	Wisconsin School for the Blind	2,500	256	800	168,300	27,000	0	3,300	22,000

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* Statistics 1889-90.

[a] Bequest from estate of James H. Woods.

[b] From United States and West Virginia for beneficiaries.

[c] $95,143 of this amount is from donations and bequests; $44,295 is from other sources; $20,620 for beneficiaries.

[d] Bequest.

[e] $4,852 of this amount is from bequests.

[f] $3,059 legacies and donation; $12,308 interest on legacies and donations; $13,228 from other sources (counties, industrial department, etc.).

[g] Donation from George S. Pepper.

[h] Includes the deaf.

TABLE 35.—*Additional statistics of public institutions for the blind, for 1890-91.*

Post-office.	Name.	Average age of admission for pupils.	Average age that pupils leave institution.	Number of pupils congenitally blind.	Not congenitally blind.	Date of blindness unknown.	Not wholly blind.
1	2	3	4	5	6	7	8
Talladega, Ala	Alabama Academy for the Blind	13	18-19	......	......	......	......
Little Rock, Ark	Arkansas School for the Blind	14	21	50	116	0	40
Berkeley, Cal	California Institution for the Education of the Deaf and Dumb and the Blind	10	19	9	26	4	14
Colorado Springs, Col.	Colorado Institution for the Education of the Mute and the Blind	7	......	7	30	5	17
St. Augustine, Fla	Florida Blind and Deaf-Mute Institute	......	......	0	7	......	6
Macon, Ga	Georgia Academy for the Blind	......	......	......	......	......	......
Jacksonville, Ill	Illinois Institution for the Education of the Blind	12	20	......	......	......	......
Indianapolis, Ind	Indiana Institution for the Education of the Blind.	7-8	20-5	31	100	......	45
Vinton, Iowa	Iowa College for the Blind	......	......	......	......	......	......
Wyandotte, Kans	Kansas Institution for the Education of the Blind.	14	21	10	70	......	28
Louisville, Ky	Kentucky Institution for the Education of the Blind.	18	21	27	79	20	39
Baton Rouge, La	Louisiana Institution for the Blind and Industrial Home.	......	......	......	......	......	......
Baltimore, Md	The Maryland School for the Blind	12	19	......	......	......	47
Do	Maryland School for Colored Blind and Deaf.	11¾	21½	2	15	5	14
Boston, Mass	Perkins Institution and Massachusetts School for the Blind.	5	19	37	149	6	97
Lansing, Mich	Michigan School for the Blind	9	18	21	76	......	39
Faribault, Minn	Minnesota School for the Blind	......	......	......	......	......	......
Jackson, Miss	Mississippi Institution for the Instruction of the Blind.	12	21	10	25	......	7
St. Louis, Mo	Missouri School for the Blind	15	20	17	102	......	37
Nebraska City, Nebr.	Nebraska Institute for the Blind	......	......	10	46	......	26
Batavia, N. Y	New York State Institution for the Blind.	8-10	......	......	......	......	......
New York, N. Y	New York Institution for the Blind	10-11	18-20	......	......	......	......
Raleigh, N. C	The North Carolina Institution for the Deaf and Dumb and the Blind.	8	20	45	......	......	25
Columbus, Ohio	Ohio Institution for the Education of the Blind.	8	21-22	86	131	8	123
Salem, Oregon	Oregon Institute for the Blind	9	......	8	9	......	5
Philadelphia, Pa	Pennsylvania Institution for the Instruction of the Blind.	......	......	52	170	2	104
Pittsburg, Pa	Western Pennsylvania Institution for the Blind.	14	......	4	13	4	6
Cedar Spring, S. C	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	10	18	......	......	......	......
Nashville, Tenn	Tennessee School for the Blind	7-17	20	......	......	......	......
Austin, Tex	Deaf, Dumb, and Blind Institution for Colored Youth.	13	......	10	20	20	9
Do	Texas Institution for the Blind	......	......	......	......	......	......
Staunton, Va	The Virginia Institution for the Education of the Deaf and Dumb and of the Blind.	17	19	12	26	......	19
Romney, W. Va	West Virginia Schools for the Deaf and the Blind.	8-12	20	12	22	0	18
Janesville, Wis	Wisconsin School for the Blind	11-12	23	37	43	10	41

TABLE 36.—*Summary of statistics of public institutions for the feeble-minded, for 1890-91.*

Division and State.	Number of institutions.	Instructors.					Pupils.						Volumes in library.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Males.	Females.	Total.	In kindergarten.	In music	In industrial department.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
United States	98	18	134	152	177	419	3,146	2,600	5,746	321	651	974	2,235	$3,282,498	$1,091,339	$1,411,120
North Atlantic Division	8	4	55	59	33	267	1,248	1,282	2,530	163	305	446	1,510	1,267,975	345,694	533,364
Massachusetts	1	3	8	11	5	27	184	148	332	15	52	....	160	219,941	46,058	152,151
Connecticut	1	0	3	3	......	12	89	66	155	36	82	....	....	....	27,430	25,630
New York	3	1	14	15	22	130	342	652	994	60	152	339	....	533,034	133,359	135,916
New Jersey	2	0	8	8	6	16	98	69	167	12	6	107	150	65,000	30,422	51,805
Pennsylvania	1	0	22	22	......	82	535	347	882	40	63	....	1,200	450,000	108,425	167,862
South Central Division	1	3	6	9	81	6	89	79	168	20	150	52	500	60,000	53,600	52,000
Kentucky	1	3	6	9	81	6	89	79	168	20	150	52	500	60,000	53,600	52,000
North Central Division	7	10	71	81	59	137	1,728	1,176	2,904	138	176	441	225	1,914,523	606,045	575,756
Ohio	1	1	23	24	15	45	602	356	958	......	11	156	....	674,800	228,632	163,102
Indiana	1	3	12	15	8	15	225	161	386	39	14	29	....	220,000	78,500	109,500
Illinois	1	2	9	11	......	34	243	197	440	58	34	125	180	198,865	66,000	70,025
Minnesota	1	2	9	11	3	14	185	159	344	20	63	105	....	184,858	58,000	62,698
Iowa	1	1	11	12	5	14	319	208	527	......	20	....	....	200,000	117,600	117,601
Nebraska	1	1	4	5	2	9	95	51	146	0	0	....	20	86,000	36,038	34,500
Kansas	1	0	3	3	26	6	59	44	103	21	34	26	25	350,000	21,275	18,330
Western Division	2	1	2	3	4	9	81	63	144	......	20	35	....	40,000	86,000	250,000
California	1	1	2	3	4	9	81	63	144	......	20	35	....	40,000	86,000	250,000
Washington	1	......	......	......	......	......	......	......	......	......	......	....	....	....	....	....

	Post-office.	Name.	Year of first opening.	Superintendent or principal.	Instructors.				Pupils.				Industrial department.							
					Male.	Female.	Industrial department.	Assistants in caring for inmates.	Male.	Female.	In kindergarten.	In music.	Wood working.	Metal working.	Farming and gardening.	Shoemaking.	Tailoring.	Sewing.	Housework.	Other trades.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Glen Ellen, Cal	California Home for the Care and Training of Feeble-Minded Children.	1885	A. Edgar Osborne, M. D., PH. D.	1	2	4	9	81	63	(*a*)	20	....	....	12	....	....	....	23	....
2	Lakeville, Conn	Connecticut School for Imbeciles	1858	G. H. Knight, M. D.	....	3	....	12	89	66	36	32	....	....	....	....	....	....	....	....
3	Lincoln, Ill	Illinois Asylum for Feeble-Minded Children.*	1865	Dr. William B. Fish	2	9	....	34	243	197	58	34	....	....	30	....	....	74	....	21
4	Fort Wayne, Ind	Indiana School for Feeble-Minded Youth.	1879	John G. Blake	3	12	8	15	225	161	39	14	3	2	....	8	4	8	....	4
5	Glenwood, Iowa	Iowa Institution for Feeble-Minded Children.	1876	Dr. F. M. Powe ll	1	11	5	14	319	208	....	20	....	....	....	....	....	....	....	....
6	Winfield, Kans	State School for Idiotic and Imbecile Youth.	1881	C. R. Wiles	....	3	26	6	59	44	21	34	....	....	14	....	....	12	....	....
7	Frankfort, Ky	The Kentucky Institution for the Education and Training of Feeble-Minded Children.	1860	John Q. A. Stewart, M. D.	3	6	81	6	89	79	20	150	10	....	....	30	....	....	....	12
8	South Boston, Mass.	Massachusetts School for the Feeble-Minded.	1848	Walter E. Fernold, M. D.	3	8	5	27	184	148	15	52	....	....	....	....	....	....	....	....
9	Faribault, Minn	Minnesota School for Feeble-Minded	1879	A. C. Rogers, M. D.	2	9	3	14	185	159	20	63	5	10	20	....	....	30	....	40
10	Beatrice, Nebr	Nebraska Institution for Feeble-Minded Youth.	1887	J. F. Armstrong	1	4	2	9	95	51	....	0	....	....	....	....	....	....	....	....
11	Vineland, N. J	The New Jersey Home for the Education and Care of Feeble-Minded Children.	1888	S. O. Garrison	....	6	4	14	98	38	....	....	16	....	....	10	....	44	....	6
12	......do	New Jersey State Institution for Feeble-Minded Women.	1888	Mary J. Dunlap, M. D.	....	2	2	2	0	31	12	6	....	....	....	....	....	20	11	....
13	Newark, N. Y	New York State Custodial Asylum for Feeble-Minded Women.	1878	W. L. Willett	0	1	7	30	0	333	0	40	....	....	....	....	....	58	13	....
14	Randalls Island (N. Y. City), N. Y.	School for Feeble-Minded	1867	M. C. Dunphy	....	3	5	5	67	53	28	92	2	2	25	3	2	....	....	15
15	**Syracuse, N. Y**	**New York State Asylum for Idiots**	1851	**James C. Carson, M. D.**	1	10	11	95	275	266	32	20	2	....	....	6	5	107	84	15

16	Columbus, Ohio	The Ohio Institution for Feeble-Minded Youth.	1857	G. A. Doren, M. D.	1	23	15	45	602	356	....	11	2	3	56	13	5	22	51	4
17	Elwyn, Pa.	Pennsylvania Training School for Feeble-Minded Children.	1853	Isaac N. Kerlin	....	22	....	82	535	347	40	63	....	....	....	....	....	....	....	....
18	Vancouver, Wash.	Washington School for Defective Youth.	......	James Watson, director.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....

*From 1889-90.

aAll school grade cases.

TABLE 37.—*Statistics of public institutions for the feeble-minded, for 1890-91.*—PART II.

	Name.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
					State, county, or municipal appropriations.	Other sources.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8
1	California Home for the Care and Training of Feeble-Minded Children			$40,000	a$81,000	b$5,000	$170,000	$80,000
2	Connecticut School for Imbeciles				*11,007	*16,423		*23,630
3	Illinois Asylum for Feeble-Minded Children*	180		198,865	66,000			70,025
4	Indiana School for Feeble-Minded Youth			220,000	78,500		31,000	78,500
5	Iowa Institution for Feeble-Minded Children			200,000	117,600		41,600	76,000
6	State School for Idiotic and Imbecile Youth (Kansas)	25	$10	350,000	21,275			18,331
7	The Kentucky Institution for the Education and Training of Feeble-Minded Children	500		60,000	52,000	c1,600	20,000	32,000
8	Massachusetts School for the Feeble-Minded	160		219,941	25,000	21,058	109,352	42,799
9	Minnesota School for Feeble-Minded			181,858	58,000		7,564	55,134
10	Nebraska Institution for Feeble-Minded Youth	20	200	86,000	36,038			34,500
11	The New Jersey Home for the Education and Care of Feeble-Minded Children			50,000	24,922		18,827	27,468
12	New Jersey State Institution for Feeble-Minded Women	150		15,000	5,500		500	5,000
13	New York State Custodial Asylum for Feeble-Minded Women			140,000	27,000		6,337	21,250
14	School for Feeble-Minded N.Y. City							
15	New York State Asylum for Idiots		200	393,034	102,137	4,222	18,122	90,207
16	The Ohio Institution for Feeble-Minded Youth			674,800	228,626		15,946	147,156
17	Pennsylvania Training School for Feeble-Minded Children	1,200		450,000	108,425		42,284	125,008
18	Washington School for Defective Youth							

* Statistics of 1889-90. *a* For two years. *b* Bequests. *c* From estates.

TABLE 38.—*Summary of statistics of private institutions for the feeble-minded, for 1890–91.*

Division and State.	Number of institutions.	Instructors.					Pupils.						Volumes in library.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Total.	In kindergarten.	In music.	In industrial department.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
United States	10	6	27	33	29	35	220	169	389	94	313	76	1,750	$164,000	$4,000	$300
North Atlantic Division	8	4	22	26	19	31	178	151	329	48	278	61	1,550	99,000	4,000	....
Massachusetts	3	2	9	11	12	26	70	36	106	34	84	36	500	14,000	....	....
Connecticut	1	......	......	......	......	......	6	......	6	......	......	......	500	....	4,000	....
New York	2	......	7	7	2	1	95	103	198	7	189	6	50	75,000	....	....
New Jersey	2	2	6	8	5	4	7	12	19	7	5	19	500	10,000	....	....
South Atlantic Division	1	2	3	5	4	0	20	6	26	12	1	15	200	15,000	....	300
Maryland	1	2	3	5	4	0	20	6	26	12	1	15	200	15,000	....	300
North Central Division	1	......	2	2	6	4	22	12	34	34	34	......	....	50,000	....	....
Michigan	1	......	2	2	6	4	22	12	34	34	34	......	....	50,000	....	....

TABLE 39.—*Statistics of private institutions for the feeble-minded, for 1890-91.*—PART I.

	Post-office.	Name.	Year of first opening.	Superintendent or principal.	Instructors.				Pupils.				Industrial department.							
					Male.	Female.	Industrial department.	Assistants in caring for inmates.	Male.	Female.	In kindergarten.	In music.	Wood working.	Metal working.	Farming and gardening.	Shoemaking.	Tailoring.	Sewing.	House work.	Other trades.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	New London, Conn.	The School for Backward and Delicate Boys*.	1880	A. N. Williamson, M. D.	....	....	....	....	6	....	....	....	....	....	....	....	....	....	....	....
2	Ellicott City, Md.	The Fout Hill Private Institution for Feeble-Minded and Epileptic Children.	1886	Saml. J. Fort. M. D.	2	3	4	0	20	6	12	1	....	....	15	....	....	....	....	....
3	Amherst, Mass.	Home School for Nervous and Delicate Children and Youth.	1881	Mrs. W. D. Herrick.	1	3	....	2	10	4	6	4	....	....	....	....	....	....	....	....
4	Barre, Mass.	Private Institution for the Education of Feeble-Minded Youth.	1848	George Brown, Cath. Brown, G. A. Brown	1	4	12	20	43	20	....	48	....	....	19	....	....	....	12	....
5	Fayville, Mass.	Hillside School.	1870	Mesdames Knight and Green.	....	2	....	2	5	4	....	2	....	....	2	....	....	....	3	2
6	Kalamazoo, Mich.	Wilbur School and Home for the Feeble-Minded.	1884	C. T. Wilbur.	....	2	6	4	22	12	34	34	....	....	....	....	....	....	....	....
7	Cranbury, N. J.	Private Home and School for the Feeble in Mind.	1889	Rev. C. F. Garrison.	1	2	2	1	4	6	3	3	....	....	....	....	....	....	....	....
8	Haddonfield, N. J.	Haddonfield Training School for Feeble-Minded.*	1883	Margaret Bancroft, J. W. Cox.	1	4	3	3	3	6	4	2	2	....	1	....	....	10	2	6
9	Amityville, N. Y.	Brunswick Home School.	1887	Mrs. O. F. Brown.	....	1	....	....	86	94	....	180	....	....	....	....	....	....	....	....
10	New York, N. Y., 325 W. 58th st.	Seguin Physiological School for Children of Arrested Mental or Physical Development.	1878	Mrs. Elsie M. Seguin	....	6	2	1	9	9	7	9	3	....	....	....	....	8	....	....

* Statistics 1889-90.

TABLE 39.—*Statistics of private institutions for the feeble-minded, for 1890-91.*—PART II.

	Name.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
					State, county, or municipal appropriations.	Other sources.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8
1	The School for Backward and Delicate Boys*	500			$4,000			
2	The Font Hill Private Institution for Feeble-Minded and Epileptic Children	200	$150	$15,000			$300	
3	Home School for Nervous and Delicate Children and Youth			14,000				
4	Private Institution for Feeble-Minded Youth							
5	Hillside School	500						
6	Wilbur School and Home for the Feeble-Minded			50,000				
7	Private Home and School for the Feeble in Mind	500		10,000				
8	Haddonfield Training School for Feeble-Minded							
9	Brunswick Home School	50		75,000				
10	Seguin Physiological School for Children of Arrested Mental or Physical Development							

*Statistics 1889-90.

TABLE 40.—*Summary of statistics of reform schools, for 1890-91.*

Division and State.	Number of institutions.	Number of assistants.	Inmates.											Value of Grounds and Buildings.	Expenditures.
			Sex.			Race.		Nativity.		Illiteracy.		During year.			
			Male.	Female.	Total.	White.	Colored.	Native parents.	Foreign-born parents.	Can only read.	Can neither read nor write.	Committed.	Discharged.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	60	1,072	13,708	3,171	16,853	14,074	1,857	5,776	4,787	1,945	1,579	8,314	7,319	$10,022,904	$2,548,118
North Atlantic Division	30	509	8,598	1,460	10,038	8,563	660	3,503	3,278	1,138	761	5,127	4,716	6,611,314	1,551,727
Maine	2	6	114	60	174	172	2	146	28	82	33	59	65	130,000	34,980
New Hampshire	1	9	100	16	116	99	....	46	5	20	2	15	16	50,000	19,500
Vermont	1	15	72	18	90	85	5	....	....	50	40	15	13	50,000	14,000
Massachusetts	12	113	1,001	334	1,335	1,268	74	201	322	69	50	1,255	986	484,723	206,389
Rhode Island	1	20	169	0	169	153	16	....	....	8	8	127	198	200,000	60,000
Connecticut	1	....	434	0	434	30	....	....	....	....	....	151	195	250,000	67,000
New York	7	153	5,159	387	5,546	5,077	269	2,406	2,457	668	348	2,708	2,458	3,775,905	777,994
New Jersey	3	49	546	405	951	585	66	38	30	34	23	114	79	411,045	101,106
Pennsylvania	2	144	983	240	1,223	995	228	666	486	207	257	677	696	1,259,641	270,758
South Atlantic Division	4	23	962	0	962	535	427	575	146	102	249	424	384	727,500	71,897
Delaware	1	4	41	0	41	19	22	....	....	....	3	20	18	27,500	7,483
Maryland	2	18	715	0	715	435	280	395	120	74	214	306	281	450,000	24,748
District of Columbia	1	1	206	0	206	81	125	180	26	28	32	98	90	250,000	39,666
South Central Division	4	35	409	196	605	408	197	309	86	126	76	426	412	300,000	56,542
Kentucky	2	22	223	195	418	349	69	211	84	48	54	193	175	300,000	35,016
Louisiana	1	4	100	0	100	21	79	98	2	78	22	131	122	....	3,780
Texas	1	9	86	1	87	38	49	....	....	....	....	102	115	....	17,752
North Central Division	20	469	3,509	1,418	4,927	4,348	473	1,200	1,141	539	478	2,084	1,574	2,339,100	737,487
Ohio	2	74	242	371	613	495	118	309	237	109	155	375	354	590,000	101.366
Indiana	2	48	544	151	695	614	81	....	....	9	7	48	23	125,000	12,868
Illinois	2	39	382	110	492	431	61	....	....	....	....	250	174	....	86,342

Michigan	3	71	868	223	1,091	1,029	72	337	569	157	59	541	338	362,800	148,179
Wisconsin	2	60	425	173	598	587	11	36	46	102	46	238	267	283,380	85,377
Minnesota	1	31	275	24	299	288	11	100	109	124	175	115	91	300,000	168,000
Iowa	1	13	0	119	110	101	18			11	1	32	28	53,350	13,825
Missouri	3	48	320	88	408	230	57			15	10	253	134	260,000	55,813
South Dakota	1	12	53	15	68	66	2			10	6	28	17	40,000	15,000
Nebraska	1	30	187	68	255	243	12	82	61			84	86	160,000	68,000
Kansas	2	34	213	76	289	259	30	336	29	2	14	125	62	164,570	42,717
Western Division	2	36	234	91	325	225	100	189	136	40	20	253	233	45,000	70,445
Colorado	1	17	160	0	160	151	9	115	45	40	20	95	85	45,000	27,933
California	1	19	74	91	165	74	91	74	91			158	148		42,512

TABLE 41.—*Statistics of reform schools, for 1890-91.*

	Post-office.	Name.	Year of first opening.	Executive office.	Number of assistants.	Inmates.										Value of grounds and buildings.	Expenditures.	
						Sex.		Race.		Nativity.		Illiteracy.		During year.				
						Male.	Female.	White.	Colored.	Native parents.	Foreign-born parents.	Can only read.	Can neither read nor write.	Committed.	Discharged.		Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	San Francisco, Cal.	City and County Industrial School	1859	I. P. Kincaid	19	74	91	74	91	74	91	....	....	158	148	....	....	$42,512
2	Golden, Colo	State Industrial School	1880	Dorus R. Hatch	17	160	....	151	9	115	45	40	20	95	85	$45,000	$2,933	27,000
3	Meriden, Conn	Connecticut State Reform School	1853	George E. Howe	..	434	....	404	30	....	....	....	....	151	195	250,000	....	67,000
4	Wilmington, Del	The Ferris Industrial School	....	H. E. Haines	4	41	....	19	22	....	....	....	3	20	13	27,500	....	7,483
5	Washington, D. C.	Reform School of the District of Columbia.	1870	George A. Shallenberger.	1	206	....	81	125	180	26	28	32	98	90	250,000	800	38,866
6	Pontiac, Ill	State Reform School*	....	J. D. Scouller, M. D.	29	382	0	327	55	....	....	....	....	190	144	....	2,000	54,142
7	South Evanston, Ill.	Illinois Industrial School for Girls*	1878	Mary Lyon	10	0	110	104	6	....	....	....	....	60	30	....	15,838	14,862
8	Indianapolis, Ind	Indiana Reform School for Girls and Woman's Prison.	1873	Miss Sarah F. Keeley.	12	....	151	140	11	....	....	9	7	43	23	125,000	4,185	8,683
9	Plainfield, Ind	Indiana Reform School for Boys	1868	T. J. Charlton	28	544	....	474	70	....	....	....	....	....	....	....	....	....
10	Mitchellville, Iowa	Iowa Industrial School (Girls Department).	1874	C. C. Cory	1	....	119	101	18	....	....	11	1	32	28	53,350	1,000	12,825
11	Beloit, Kans	State Industrial School for Girls	....	Martha P. Spencer	7	....	76	73	3	138	14	1	10	38	2	31,570	3,000	13.000
12	Topeka, Kans	Reform School	1881	J. F. Buck	27	213	....	186	27	198	15	1	4	87	60	133,000	....	28,717
13	Louisville, Ky	Industrial School of Reform	....	Peter Caldwell	..	223	72	226	69	211	84	48	54	171	170	300,000	740	34,270
14	Newport, Ky	Convent of the Good Shepherd	1866	Mother M. of St. Scholastica.	22	....	123	123	....	....	....	....	....	22	5	....	....	....
15	New Orleans, La	House of Refuge School	1843	W. C. Staunton	4	100	....	21	79	98	2	78	22	131	122	....	....	3,780
16	Fallowell, Me	Maine Industrial School for Girls	....	E. Rowell	6	....	60	60	....	45	15	50	10	25	20	30,000	1,000	7,500
17	Portland, Me	State Reform School	1853	Jos. R. Farrington	..	114	....	112	2	101	13	32	23	34	45	100,000	5,909	20,571
18	Carroll, Md	St. Mary's Industrial School for Boys	1866	Brother Dominic	3	435	....	435	....	115	120	4	4	185	193	300,000	4,584	13,664
19	Cheltenham, Md	House of Reformation	....	John W. Horn	15	283	....	....	280	280	....	70	210	121	88	150,000	1,000	5,500
20	Boston, Mass	Home for Neglected Children	1877	A. B. Heath	32	210	146	361	4	....	....	....	....	658	305	275,000	8,253	41,308
21	do	House of Reformation	....	James R. Gerrish	7	79	0	71	5	16	59	14	12	81	106	....	....	....
22	Deer Island, Boston Harbor, Mass.	Truant School	1869	do	2	106 2	0	99	3	89	13	0	8	....	....	....	....	....
23	Lancaster, Mass	State Industrial School for Girls	1856	Mrs. L. L. Brackett	21	....	91	86	5	19	72	11	13	46	45	55,728	....	20,689
24	Lawrence, Mass	Essex County Truant School	....	Henry E. Swan	7	32	....	32	....	8	30	28	4	13	12	12,000	....	6,506
25	Lowell, Mass	House of Employment and Reformation	1851	Albert Pindar	..	52	3	55	....	2	47	7	8	56	58	....	....	....
26	New Bedford, Mass.	City Truant School	1879	P. S. Macy	2	11	....	10	1	....	11	....	....	9	11	2,000	....	2,425

27	North Cambridge Mass.	Cambridge Truant School	1854	Martin L. Eldridge	2	21	....	20	1	9	12	0	0	16	12	....	....	3,500
28	Palmer, Mass	Massachusetts State Primary School.*	1866	Amos Andrews	52	254	101	314	41	....	....	....	......	222	279	....	3,729	57,675
29	Westboro, Mass	Lyman School for Boys	1848	Theodore F. Chapin	1	184	....	173	11	34	72	8	3	106	114	120,000	16.000	42,375
30	Winter Island, Mass	Plummer Farm School of Reform for Boys.	1870	Charles A. Johnson	4	30	0	30	0	24	6	6	2	13	1	20,000	....	5,255
31	Worcester, Mass., Box 455.	Worcester Truant School	1863	B. F. Parkhurst	1	20	0	17	3	....	....	0	0	35	31	....	....	8,654
32	Adrian, Mich	The State Industrial Home for Girls	1879	Miss Margaret Scott	25	0	233	218	15	25	13	5	5	77	71	155,980	1,200	33,427
33	Ionia, Mich	State House of Correction and Reformatory	1877	William R. Gourley	4	129	0	123	6	63	66	27	4	196	67	....	....	975
34	Lansing, Mich	Reform School	1855	Cornelius A. Gown	42	739	0	688	51	249	490	125	50	208	200	206,820	49,583	62,994
35	St. Paul, Minn	Minnesota State Reform School	1868	J. W. Brown	31	275	24	288	11	100	199	124	175	115	91	300,000	125,000	43,000
36	Boonville, Mo	State Reform School for Boys	......	Lyman D. Drake	16	121	0	100	21	121	0	12	6	53	36	60,000	3,500	7,000
37	Chillicothe, Mo	State Industrial Home for Girls	......	Emma M. Gilbert	3	0	17	17	0	....	....	3	4	11	2	50,000	310	6,133
38	St. Louis, Mo	House of Refuge	1854	John D. Shaffer	29	199	71	213	57	....	....	....	......	189	96	150,000	800	38,070
39	Kearney, Nebr	State Industrial School for Juvenile Delinquents.	1881	John T. Mallalieu	30	187	68	243	12	82	61	....	......	84	86	160,000	5,500	62,500
40	Manchester, N. H	State Industrial School	1857	John C. Ray	9	100	16	99	....	46	5	20	2	15	16	50,000	3,500	16,000
41	Jamesburg, N. J	New Jersey State Reform School for Juvenile Delinquents	1867	Ira Otterson	27	346	0	300	46	....	....	....	......	121	189	250,000	1,295	59,281
42	Trenton, N. J	State Industrial School for Girls	1871	Mrs. M. A. McFadden, matron.	5	0	68	55	13	38	30	20	12	20	25	43,890	1,149	8,461
43	Verona, N. J	Newark City Home	1874	C. M. Harrison	17	200	37	230	7	....	....	14	11	94	54	117,155	3,926	26,994
44	Brooklyn, N. Y	Brooklyn Truant Home	1856	Patrick H. Corrigan	7	228	0	216	12	190	38	200	28	228	184	110,000	7,000	16,000
45	Canaan Four Corners, N. Y.	Burnham Industrial Farm	1887	W. M. F. Round	6	65	0	65	0	40	25	36	......	....	....	50,000	4,000	6,000
46	Elmira, N. Y	New York State Reformatory School	1876	Z. R. Brockway	17	1,256	0	1,217	39	418	838	131	157	681	525	1,290,390	9,794	154,910
47	New York, N. Y. (176th st. and Amsterdam ave.).	New York Juvenile Asylum	1851	Elisha M. Carpenter	71	817	190	909	98	580	427	175	120	608	728	995,000	1,341	98,276
48	New York, N. Y. (Station L)	House of Refuge	1825	Israel C. Jones	..	419	64	396	87	....	....	....	......	....	....	500,000	....	....
49	Rochester, N. Y	State Industrial School	......	Vincent M. Masten	..	663	133	766	30	406	800	....	......	484	421	350,865	9,912	136,630
50	Westchester, N. Y	The New York Catholic Protectory (Male Department).	1863	Brother Leontine	52	1,511	0	1,508	3	772	739	126	43	707	650	479,650	106,586	167,545
51	Delaware, Ohio	Girls' Industrial Home	......	James M. Crawford	34	0	298	251	47	181	43	16	19	91	84	225,000	6,218	37,804
52	Cincinnati, Ohio	The Cincinnati House of Refuge	1850	Levi S. Fulton	40	242	73	244	71	121	194	93	136	284	270	365,000	....	57,344
53	Morganza, Pa	Pennsylvania Reform School	1854	J. A. Quay	60	370	108	414	64	215	42	4	66	259	288	607,641	27,086	84,174
54	Philadelphia, Pa	Philadelphia House of Refuge	1828	F. H. Nibicker	84	613	132	581	164	451	394	203	191	418	408	650,000	....	159,498
55	Howard, R. I	Sockanosset School for Boys	1850	Franklin H. Nibicker	20	169	0	153	16	....	....	8	8	127	198	200,000	25,000	35,000
56	Plankinton, S. Dak	Dakota Reform School	1889	C. W. Ainsworth	12	53	15	66	2	....	....	10	6	28	17	40,000	0	15,000
57	Gatesville, Tex	House of Correction and Reformatory.*	......	Ben. E. McCullough	9	86	1	88	49	....	....	....	......	102	115	....	2,450	15,302
58	Vergennes, Vt	Vermont Reform School	1865	S. A. Andrews	15	72	18	85	5	....	....	50	40	15	13	50,000	1,000	13,000
59	Milwaukee, Wis	Wisconsin Industrial School for Girls.	1875	Sarah E. Pierce	23	34	173	200	7	36	46	....	......	82	125	68,380	3,499	26,326
60	Waukesha, Wis	Wisconsin Industrial School for Boys	1860	William A. Sleep	46	391	0	387	4	....	....	102	46	156	142	215,000	0	55,552

* Statistics of 1889–90.

LIST OF HISTORICAL SOCIETIES.

Address.	Name.
ALABAMA.	
Tuscaloosa	Alabama Historical Society.
ALASKA.	
Sitka	Alaska Historical Society.
ARKANSAS.	
Little Rock	Arkansas Historical Society.
CALIFORNIA.	
Los Angeles	Historical Society of Southern California.
San Francisco	California Historical Society. Geographical Society of California. Geographical Society of the Pacific. Society of California Pioneers. Territorial Pioneers of California.
COLORADO.	
Denver	Colorado State Historical Society.
CONNECTICUT.	
Bridgeport	Fairfield County Historical Society.
Hartford	Historical Society of Connecticut.
Litchfield	Historical and Antiquarian Society.
New Haven	New Haven Colony Historical Society.
New London	New London County Historical Society.
Tolland	Tolland County Historical Society.
Westport	Saugatuck Historical Society.
DELAWARE.	
Wilmington	Delaware Historical Society.
DISTRICT OF COLUMBIA.	
Washington	American Historical Association. Columbian Historical Society.
FLORIDA.	
St. Augustine	Historical Society of Florida.
GEORGIA.	
Macon	Public Library and Historical Society.
Savannah	Historical Society of Georgia.
ILLINOIS.	
Chicago	Chicago Historical Society.
Joliet	Historical Society of Joliet.
Ravenswood	Ravenswood Historical Society.
Springfield	Illinois State Historical Society.
INDIANA.	
Anderson	Madison County Historical Society.
Indianapolis	Indiana Historical Society.
New Providence	Borden Institute Historical Society.
Terre Haute	Historical Society of the County of Vigo.
Vincennes	Vincennes Historical and Antiquarian Society.
IOWA.	
Iowa City	Iowa State Historical Society.
Wapello	Hawk Eye Pioneer Association of Louisa County.
KANSAS.	
Marysville	Marshall County Pioneer Association.
Topeka	Kansas State Historical Society.
KENTUCKY.	
Danville	Boyle County Historical Society.
Frankfort	Kentucky Historical Society.
Louisville	Filson Club. Louisville Southern Historical Society.
Maysville	Historical and Scientific Society of Mason County.

LIST OF HISTORICAL SOCIETIES—CONTINUED.

Address.	Name.
LOUISIANA.	
Baton Rouge	Louisiana Historical Society.
MAINE.	
Augusta	Maine Genealogical and Biographical Society.
Bangor	Bangor Historical Society.
Bath	Sagadahoe Historical Society.
Brunswick	Pejepscot Historical Society.
Portland	Gorges Society.
	Maine Historical Society.
Saco	York Institute.
York	Historical Society.
MARYLAND.	
Annapolis	Anne Arundel County Historical Society.
Baltimore	German Historical Society.
	Johns Hopkins University Historical Association.
	Maryland Historical Society.
	Society for the History of the Germans in Maryland.
Bel Air	Harford County Historical Society.
MASSACHUSETTS.	
Boston	American Congregational Association.
	American Statistical Association.
	Archæological Institute of America.
	Bostonian Society.
	Boston Memorial Association.
	Massachusetts Historical Society.
	Military Historical Society.
	New England Historic-Genealogical Society.
	New England Methodist Historical Society.
	Webster Historical Society.
Chelsea	American Congregational Historical Society.
College Hill	Universalist Historical Society.
Danvers	Danvers Historical Society.
Dedham	Dedham Historical Society.
Deerfield	Pecumtuck Valley Memorial Association.
Dorchester	Dorchester Historical Society.
Lexington	Historical Society.
Lowell	Old Residents' Historical Association.
Newburyport	Antiquarian and Historical Society.
Pittsfield	Berkshire County Historical Society.
Plymouth	Pilgrim Society.
Rehoboth	Historical Society.
South Natick	Historical, Natural History, and Library Society.
Taunton	Old Colony Historical Society.
Watertown	Historical Society of Watertown.
Weymouth	Weymouth Historical Society
Winchester	Historical Genealogical Society.
Woburn	Rumford Historical Society.
Worcester	American Antiquarian Society.
	Worcester Society of Antiquity.
MICHIGAN.	
Detroit	Historical Society of Michigan.
	Wayne County Pioneer Society.
Houghton	Houghton Historical Society.
Lansing	Michigan State Pioneer Society.
Muskegon	Muskegon County Pioneer and Historical Society.
MINNESOTA.	
Ortonville	Ortonville Historical Society.
St. Paul	Minnesota Historical Society.
MISSISSIPPI.	
Jackson	Mississippi Historical Society.
MISSOURI.	
St. Louis	Missouri Historical Society.
MONTANA.	
Helena	Montana Historical Society.

LIST OF HISTORICAL SOCIETIES—CONTINUED.

Address.	Name.
NEBRASKA.	
Lincoln	Nebraska State Historical Society.
	Nebraska University Historical Association.
NEW HAMPSHIRE.	
Concord	New Hampshire Historical Society.
Contoocook	New Hampshire Antiquarian Society.
Nashua	Nashua Historical Society.
NEW JERSEY.	
Newark	New Jersey Historical Society.
New Brunswick	New Brunswick Historical Club.
Orange	New England Society.
Paterson	Passaic County Historical Society.
Salem	Salem County Historical Society.
Vineland	Vineland Historical and Antiquarian Society.
NEW MEXICO.	
Santa Fe	Historical Society of New Mexico.
NEW YORK.	
Albany	Albany Institute.
Albion	Albion Historical Club.
Auburn	Cayuga County Historical Society.
Baldwinsville	Mohawk Valley Historical Society.
Batavia	Genesee County Pioneer Association.
Brooklyn	Long Island Historical Society.
Buffalo	Buffalo Historical Society.
Jamestown	Chautauqua Historical Society.
Kingston	Ulster County Historical Society.
Mount Vernon	Livingston County Historical Society.
Newburg	Historical Society of Newburg Bay.
New York	American Archæological Council.
	American Geographical Society.
	American Numismatic and Archæological Society.
	Genealogical and Biographical Society.
	Holland Society.
	Huguenot Society of America.
	New York Historical Society.
	U. S. Catholic Historical Society.
Nyack	Historical and Forestry Society.
Onondaga	Onondaga Historical Society.
Rochester	Rochester Historical Society.
Utica	Oneida Historical Society.
Waterloo	Waterloo Historical Society.
Watertown	Jefferson County Historical Society.
White Plains	Westchester County Historical Society.
NORTH CAROLINA.	
Wilmington	Historical and Scientific Society.
OHIO.	
Cincinnati	American Pioneer Society.
	German Pioneer Society.
	Historical and Philosophical Society of Ohio.
	Society of Ex-Army and Naval Officers.
Cleveland	Western Reserve and Northern Ohio Historical Society.
Columbus	New England Society of Columbus.
	Ohio Archæological and Historical Society.
Granville	Granville Historical Society.
Jefferson	Ashtabula County Pioneer Association.
Licking	Licking County Pioneer Historical and Antiquarian Society.
Madisonville	Pioneer Society.
Marietta	Pioneer Society.
New Carlisle	Western Ohio Pioneer Association.
Norwalk	Firelands Historical Society.
Perrysburg	Maumee Valley Pioneer Association.
Peru	Firelands Historical Society of Huron County.
Toledo	Toledo Historical and Geographical Society.
	Geauga County Historical Society.
	Mahoning Valley Historical Society.
	Maumee Valley Pioneer Association.
OREGON.	
Astoria	Pioneer and Historical Society.
Butteville	Oregon Pioneer Association.

LIST OF HISTORICAL SOCIETIES—CONTINUED.

Address.	Name.
PENNSYLVANIA.	
Carlisle	Hamilton Historical Society of Cumberland County.
Chambersburg	Historical Society of Franklin County.
Doylestown	Bucks County Historical Society.
Gettysburg	Lutheran Historical Society.
Harrisburg	Dauphin County Historical Society.
	Lutheran Historical Society.
Lancaster	Linnæan Scientific and Historical Society.
Meadville	Library, Art, and Historical Association.
Nazareth	Moravian Historical Society.
Newport	Newport Historical Society.
Norristown	Historical Society of Montgomery County.
Philadelphia	American Baptist Historical Society.
	Catholic Historical Society.
	Friend's Historical Society.
	German Society of Pennsylvania.
	Historical Society of Pennsylvania.
(Germantown)	Library and Historical Society.
	Numismatic and Antiquarian Society.
	Presbyterian Historical Society.
Pittsburg	Historical Society of Pittsburg and Western Pennsylvania.
	Ohio Valley Catholic Historical Society.
Scranton	Lackawanna Institute of History and Science.
Towanda	Bradford County Historical Society.
Wilkes Barre	Wyoming Historical and Geological Society.
RHODE ISLAND.	
Newport	Newport Historical Society.
Providence	Rhode Island Historical Society.
	Rhode Island Soldiers and Sailors' Historical Society.
SOUTH CAROLINA.	
Charleston	South Carolina Historical Society.
TENNESSEE.	
Nashville	Tennessee Confederate Memorial and Historical Association.
	Tennessee Historical Society.
TEXAS.	
Galveston	Galveston Historical Society.
VERMONT.	
Middlebury	Middlebury Historical Society.
Montpelier	Vermont Historical Society.
Rutland	Rutland County Historical Society.
VIRGINIA.	
Richmond	Southern Historical Society.
	Virginia Historical Society.
Salem	Historical Society of Roanoke College.
WEST VIRGINIA.	
Morgantown	West Virginia Historical Society.
WISCONSIN.	
Madison	Wisconsin Historical Society.
Milwaukee	Milwaukee Pioneer Club.
Racine	Old Settlers' Historical Society.

LIST OF OTHER LEARNED SOCIETIES.

- American Library Association.
- American Society of Mechanical Engineers.
- American Water Works Association.
- College Association of the Middle States and Maryland.
- Institute of Civil Engineers.
- National Bar Association.
- National Educational Association.
- Southern Educational Association.

LIST OF OTHER LEARNED SOCIETIES—CONTINUED.

Address.	Name.
ALABAMA.	
Montgomery	State Agricultural Society.
ALASKA.	
Sitka	Society of Alaskan Natural History and Ethnology.
ARKANSAS.	
Little Rock	Architects' Society of Architects and Surveyors.
CALIFORNIA.	
Mount Hamilton	Astronomical Society of the Pacific.
Sacramento	Agassiz Institute. State Agricultural Society.
San Diego	San Diego Society of Natural History.
San Francisco	Academy of Natural Sciences. Bar Association of San Francisco. California Academy of Sciences. California Pharmaceutical Society. Microscopical Society. Technical Society of the Pacific Coast.
Santa Barbara	Santa Barbara Society of Natural History.
Sonora	Tuolumne County Scientific Society.
Stockton	Society of Natural History.
COLORADO.	
Denver	Colorado Agricultural Society. Colorado Scientific Society. Denver Society of Civil Engineers.
CONNECTICUT.	
Hartford	Connecticut Society for University Extension. Connecticut Society of Natural History.
Meriden	Meriden Scientific Association.
Middletown	Middletown Scientific Association.
New Haven	American Oriental Society. Connecticut Academy of Arts and Sciences. Connecticut Academy of Sciences. State Teachers' Association. Young Men's Institute.
Waterbury	Scientific Society.
DELAWARE.	
Wilmington	Delaware Horticultural Society.
DISTRICT OF COLUMBIA.	
Washington	American Association of Educators of Colored Youth. American Medical Association. Anthropological Society of Washington. Bar Association of the District of Columbia. Biological Society of America. Chemical Society of Washington. Entomological Society of Washington. Geological Society of America. Medical Society of the District of Columbia. Microscopical Society. National Academy of Sciences. National Geographic Society. Philosophical Society of Washington. Woman's Anthropological Society.
GEORGIA.	
Atlanta	Atlanta Society of Civil Engineers. State Agricultural Society.
IDAHO.	
Boise City	State Agricultural Society.
ILLINOIS.	
Chicago	Academy of Sciences. American Electrical Society. Chicago Astronomical Society. Chicago Law Institute. Chicago Society for University Extension. Cook County Agricultural and Horticultural Society. Scandinavian Engineering Society of Chicago. State Natural History Society. Western Society of Engineers.

LIST OF OTHER LEARNED SOCIETIES—CONTINUED.

Address.	Name.
ILLINOIS—continued.	
Elgin	Elgin Scientific Society.
Metropolis	Illinois State Teachers' Association.
Peoria	Scientific Association.
Virginia	Central Illinois Science Society.
INDIANA.	
Bloomington	Indiana Academy of Science.
Brookville	Brookville Society of Natural History.
Indianapolis	Bar Association of Indianapolis.
	State Medical Society.
La Porte	Public Library and Natural History Society.
Rising Sun	Natural History Club.
	Indiana College Association.
IOWA.	
Davenport	Davenport Academy of Sciences.
Dubuque	Iowa Institute of Science and Art.
Iowa City	Iowa Academy of Sciences.
Muscatine	Muscatine Academy of Science.
Trenton	Henry County Institute of Science.
KANSAS.	
Topeka	Kansas Academy of Science.
KENTUCKY.	
Louisville	Kentucky State Teachers' Association.
	Polytechnic Society of Kentucky.
LOUISIANA.	
New Orleans	Athenée Louisianaise.
	New Orleans Academy of Sciences.
	New Orleans Law Association.
MAINE.	
Portland	Maine Medical Association.
	Portland Society of Natural History.
MARYLAND.	
Baltimore	Maryland Academy of Sciences.
	Maryland Institution for the Promotion of Mechanic Arts.
MASSACHUSETTS.	
Boston	American Academy of Arts and Sciences.
	Bar Association of Boston.
	Boston Scientific Society.
	Boston Society of Civil Engineers.
	Boston Society of Natural History.
	Massachusetts Horticultural Society.
	New England Conference of Educational Workers.
	Numismatic Society.
Cambridge	Entomological Club.
Gloucester	Cape Ann Scientific and Literary Association.
Lowell	Middlesex Mechanics' Association.
New Bedford	New England Association of Colleges and Preparatory Schools.
Salem	American Association for the Advancement of Science.
	Essex Institute.
	Peabody Academy of Science.
Wilbraham	Union Philosophical Society.
Worcester	Worcester County Horticultural Society.
	Worcester Natural History Society.
MICHIGAN.	
Detroit	Detroit Institute of University Extension.
	Detroit Medical Association.
	Detroit Scientific Association.
MINNESOTA.	
Minneapolis	Bar Association.
	Minnesota Academy of Science.
St. Paul	Civil Engineers' Society of St. Paul.
	St. Paul Academy of Sciences.
MISSOURI.	
St. Louis	Academy of Sciences.
	Society of Pedagogy.
Sedalia	Sedalia Natural History Society.

LIST OF OTHER LEARNED SOCIETIES—CONTINUED.

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MONTANA.	
Helena	Montana Society of Civil Engineers.
NEW JERSEY.	
Bergen Point	Fellowship of the New Life.
Camden	Microscopical Society of Camden.
Mount Holly	Burlington County Lyceum of History and Natural Science.
NEW YORK.	
Albany	New York State Agricultural Society.
Brooklyn	American Chemical Society. Brooklyn Entomological Society. Brooklyn Institute of Arts and Sciences. Medical Society of Kings County.
Buffalo	Buffalo Society of Natural Sciences. Erie County Medical Society.
New Brighton	Natural Science Association of Staten Island.
New York	American Dante Society. American Ethnological Society. American Institute of Architects. American Institute of Christian Philosophy. American Institute of Electrical Engineers. American Institute of Mining Engineers. American Philological Society. American Society of Civil Engineers. American Society of Church History. New York Academy of Anthropology. New York Academy of Medicine. New York Academy of Sciences. New York Law Institute. New York Mathematical Society. New York Society of Pedagogy. Shakespeare Society of New York. Society for Medico-Scientific Investigation. Technical Society of New York.
Poughkeepsie	Poughkeepsie Society of Natural Science.
Rochester	Rochester Academy of Science.
Troy	Rensselaer Society of Civil Engineers.
NORTH CAROLINA.	
Chapel Hill	Elisha Mitchell Science Society.
Raleigh	College Association of North Carolina.
OHIO.	
Cincinnati	Cincinnati Society of Natural History. Zoölogical Society of Cincinnati.
Cleveland	Association of Ohio Colleges. Cleveland Society for University Extension.
Columbus	Ohio Society for the Extension of University Teaching.
OREGON.	
Portland	State Medical Society.
PENNSYLVANIA.	
Allentown	Academy of Natural Science, Art, and Literature.
Erie	Erie Natural History Society.
Harrisburg	State Agricultural Society.
Marietta	Lyceum of Natural History.
Media	Delaware County Institute of Science.
Philadelphia	Academy of Natural Sciences. American Academy of Political and Social Science. American Electro-Therapeutical Association. American Entomological Society. American Philosophical Society. American Society for the Extension of University Teaching. Franklin Institute. Hebrew Education Society. International Scientific Association. Law Association of Philadelphia. Pennsylvania Horticultural Society. Spring Garden Institute. Wagner Free Institute of Science. Zoölogical Society of Philadelphia.
Pittsburg	American Society of Microscopists. Engineers' Society of Western Pennsylvania. Iron City Microscopical Society.

LIST OF OTHER LEARNED SOCIETIES—CONTINUED.

Address.	Name.
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Reading	Spencer F. Baird Naturalists' Association.
Scranton	Welsh Philosophical Society.
West Chester	Philosophical Society.
RHODE ISLAND.	
Kingston	Rhode Island State Agricultural Society.
Providence	Rhode Island Medical Society.
TENNESSEE.	
Memphis	Bar Association.
Nashville	Engineering Association of the Southwest.
TEXAS.	
Dallas	Association of Civil Engineers of Dallas.
Houston	Geological and Scientific Association.
Palestine	Academy of Science.
San Antonio	Literary and Scientific Association.
VIRGINIA.	
Richmond	Richmond Academy of Science. Richmond Mechanics' Institute.
Roanoke	Association of Engineers of Virginia.
WASHINGTON.	
Seattle	Northwestern Society of Engineers.
WISCONSIN.	
Madison	American Economic Association. Wisconsin Academy of Science, Arts, and Letters.
Milwaukee	Wisconsin Natural History Society. Wisconsin Polytechnic Society.
Oconto	Northwestern Electric Light Association.
WYOMING.	
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